Policy and Procedure Manual
for Faculty and Staff

School of Journalism
The University of Arizona

Fall 2019

This is a continually evolving collection
of policies, procedures and helpful hints.
Suggestions are welcome.
Fall 2019

Dear Faculty and Staff.

We are very glad to have you as an integral part of our school, and you are part of an esteemed group of dedicated educators who have made journalism better since 1951.

New instructors quickly find that there is a great difference between knowing a subject and knowing how to teach it to someone else. This manual will help you get started. You probably will have many questions. Please do not hesitate to ask the help of any faculty or staff member. You may find that teaching even one class will prove to be as demanding of you as it is for the students. I hope you also will find it as rewarding and fulfilling as we do.

Thanks for the countless contributions that you make for the school, for students and for journalism.

Carol Schwalbe
Director
School of Journalism
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How the manual is organized

This manual contains two sections:
1. Teaching
2. School of Journalism personnel and operations policies and procedures

The documents in each section comprise policies developed by the U.S. government, Arizona Board of Regents, University of Arizona and School of Journalism. These documents include memoranda and printouts from official websites. The manual also includes summaries of teaching ideas and issues prepared by UA faculty.

The teaching section is in chronological order, starting with an instructor’s preparation of the course syllabus, then moving to class organization and first-day responsibilities, grading policies, course evaluations and policies regarding student and faculty behavior.

The section on personnel and operations policies and procedures deals with topics such as faculty hiring and promotion policies, faculty and staff duties, faculty and staff communication, instructional and office technology policies, building security, and payroll and reimbursement information.
Teaching

Syllabus requirements
University of Arizona School of Journalism
Updated Fall 2019

The university takes the syllabus very seriously as an implied legal contract between you and the students. This is a document that combines the School of Journalism’s policies with those required and/or recommended by the university and the College of Social and Behavioral Sciences.

We have noted below all the sections that a syllabus should include. Most of it can simply be copy and pasted, but some parts will need to be tailored to your course. We have pointed out in italics where some language is required and where some can be adjusted by instructors.

If you teach a co-convened 400-500 class with master’s students, you may provide separate syllabuses or one syllabus, but you must provide additional work for master’s students beyond what the undergraduate students are required to complete. Also, inclusion of discussion about diversity in syllabuses is necessary for national accreditation.

You may distribute your syllabus on D2L, via email or in another electronic means. If you provide the syllabus online only, you must instruct students to review it. Some instructors give a quick quiz the first week on the syllabus and academic integrity policy to make sure students review the materials and understand them.

Any rule or procedure that affects the conduct of your class needs to be spelled out. You can make changes as the semester progresses, but if you do, you need to give students a revised syllabus and it should be in the students’ favor. However, you cannot change your grading system, which is a legally binding contract between you and your if you provide it to one student, you must offer it to all).

Each semester you are required to send the office staff an electronic version of your syllabus; the office is required to keep this on file for one year, under Arizona Board of Regents policy. Email your syllabuses to Andrés Dominguez dad4@email.arizona.edu before the first day of class. With 48 hours of lead time, the office staff will make copies of your syllabus for you. You should go through the syllabus during the first day of class.

For further information about syllabus policy, go to http://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template (undergraduate) or http://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-graduate (graduate).
Course number, title, location and times

Description of course
- What the course will cover. Short and concise, giving enough detail to be useful.
- Lecture only, lecture and lab combination, seminar, studio, small group activities or group projects, experiential or service learning, in-class discussion, online content or assessment, etc.

Course prerequisites or co-requisites
- List all course prerequisites and any courses that must be taken simultaneously with this course.

Instructor and contact information
- Instructor name, office location, telephone number, email address
- Office Hours/“Open Door Policy”; If an online class, clarify your response time (e.g., within 24 hours)
- Teaching assistants (if applicable) and their contact information and office hours (if applicable)
- Web information, including course home page, instructor home page and D2L information
- Means by which online communication will be conducted (e.g., official UA email address, D2L)
- A little about you and, if you have one, a URL for your web page

Course objectives
- You must include on your syllabus the course objectives as determined by the school.
- Objectives are what the instructor intends to cover over the course of the semester. These objectives have been set for each required course. Contact the office for the objectives for the class you are teaching.
- Relate the objectives to the UA Catalog description and class topics.

Expected learning outcomes
- Learning outcomes are what students should learn or be able to do after finishing the course.
- State intended learning outcomes in measurable terms.
- Courses included in a major or minor should link course learning outcomes to the undergraduate program assessments listed for the program (see http://assessment.arizona.edu/academic_degree_programs).

Makeup policy for students who register late after the first class
- Statement on whether missed assignments/quizzes may be made up and the deadline for doing so if they missed the first day of class.

Here is how we handle the first day of classes: On the first day of class, after waiting 10 minutes for latecomers, call the roll. If anyone on the roster is not present, drop them from the class if there are other students wanting to take the class. If a student on the roster
contacted you ahead of time to explain that he/she would be gone for a legitimate reason, and you accept that reason, you may leave that student on the roster. If there are still openings in the class, add students from the wait list in the order they are listed if they are present. If you still have openings after that, take walk-ins, checking with them to make sure they meet any prerequisites. For classes that meet just once a week, close the course to additional students after the first day. For classes that meet two or three times a week, accept students on the first and second meetings. If a student was on the roster but didn’t show up the first day and was dropped, allow the student to get back at the second meeting time if there is room. If there is no room in the class, that student is out of luck and can’t get in. Students from the wait list, or who just showed up, who are admitted to the class on the first day should not be bumped from the class later; They have been admitted permanently. No one should be admitted after the first week of classes because they have missed too much material.

**Required texts, readings or special materials**
- List both required and recommended texts, books, articles, etc. Specify required versus optional.
- Explain where students can get readings: purchased, library reserve, class handouts or D2L.
- Special tools or supplies needed: camera, sound equipment, laptop, flash drives, etc.

**Bibliography**
*Recommended but not required.*
- Additional current research and/or writings, along with how students can get them (e.g., library)

**Required extracurricular activities (if any)**
- Explain field trips, service learning projects, etc., with the expected time commitment

**Attendance policy**
Attendance can be a source of conflict. Instructors need to record attendance in every reporting and editing class. Your attendance policy needs to be stated clearly in the syllabus, and you need to follow it exactly with a process that is defensible—shoddy bookkeeping can result in error and successful grade appeals. Most instructors in the School of Journalism allow no more than one unexcused absence in a once-a-week class and no more than two unexcused absences in a twice-a-week class. After that, you can administratively drop a student if the third absence occurs before the add/drop deadline (the end of the eighth week of classes) or give him/her a failing grade if the absence occurs afterward.

Make clear what your own policy is—and do not allow wiggle room. Online classes must state the class participation policies—what constitutes participation and how that will be evaluated. Most of the following language below is recommended. You are advised to copy and paste it into your syllabus, but you may adjust the first paragraph and the number of unexcused absences allowed.

Attendance in journalism classes is mandatory. Students who don’t attend class miss
a lot. Many of our classes are taught without textbooks and are highly experiential in nature, making it difficult to make up later. Unexcused absences will have a major impact on your grade, because in most cases, you will not be permitted to make up missed assignments. [XX number] of unexcused absences will result in your being dropped from the class. If the [XX] absence is after the drop deadline, you will receive an E in the course.

Recommended language by UA – we don’t have to follow: Participating in course and attending lectures and other course events are vital to the learning process. As such, attendance is required at all lectures and discussion section meetings. Students who miss class due to illness or emergency are required to bring documentation from their healthcare provider or other relevant, professional third parties. Failure to submit third-party documentation will result in unexcused absences.

Excused absences are granted only for valid, documented reasons and only if the reason makes your presence at the scheduled time impossible. By school policy, acceptable excuses are limited to five: serious illness, jury duty, religious observance, dean’s excuse and military reserve obligation. If you have a reason for missing class that you think is legitimate, it is your responsibility to ask your instructor ahead of time if at all possible. This is expected even if you are ill. Absence excuses are subject to verification. Presenting a false excuse will be considered cheating—a violation of the academic integrity rules.

A Dean’s Excuse provides excused absences for university-sponsored events/activities for academic, non-academic and recognized student organizations. If a student must miss a class or classes for a university-sponsored event, the faculty or staff responsible for that event request a UA Official Activity Excused Absence Request Form from the Dean of Students office. A Dean’s Excuse is not available for personal absences, including illness, family emergency and scheduled vacations.

The Dean of Students office does not have oversight of academic departments or faculty members and does not grant individual excused absences. Faculty members manage their classroom in the manner in which they see fit and are the only ones who may determine what constitutes an excused absence. Therefore, the Dean of Students is unable to excuse absences for students, grant extensions, require that professors allow students to make up missed work or ensure that students may miss class and submit late work without penalty.

The best thing to do is for you to communicate directly with me regarding your absence. I am the only person who can excuse your absence and determine if alternatives or make-up work is an option. The Dean of Students office does provide Emergency Notifications in situations where students must be absent from class because of an emergency situation but are unable to contact their instructors themselves because of their condition. Be aware that Emergency Notifications are not excused absences.

**Grading standards**

Grades are paramount to students. The grading plan you outline in the syllabus must be followed throughout the semester since it is legally binding. It is very important that your standards be high, your grading process transparent and evenhanded. If you plan to grade on a curve or if you drop the lowest of the scores on exercises, as some instructors do, specify this in your grading policy. Add as much detail as possible on how you will determine grades, including whether you will use rubrics and where to find them. You should include the following:

- Specify the grade distribution for the course. Provide a detailed explanation of the
methods of evaluation and how the final grade will be calculated, including components/assignments, weightings, evaluation criteria, an explanation of how late work will be graded and a description of extra credit opportunities. University policy regarding grades and grading systems is available at [http://catalog.arizona.edu/policy/grades-and-grading-system](http://catalog.arizona.edu/policy/grades-and-grading-system)

- A clear explanation of how the overall course grade is assigned based on the sum of the various grading factors (e.g., 90-100 of possible points is a grade of A, etc.)
- A full explanation of the differences in grading factors/weighting between the 400- and 500-level versions of a co-convened course
- Provide the acceptable time period for disputing a grade on a paper, project or exam.
- State how late assignments and extra credit opportunities, if any, will be handled.
- For 205 and 208 classes, a minimum grade of C is a requirement to advance to many of the upper-division courses in the skills sequence.
- Requests for incompletes (I) and withdrawal (W) must be made in accordance with university policies available at [http://catalog.arizona.edu/policy/grades-and-grading-system](http://catalog.arizona.edu/policy/grades-and-grading-system)

**SAMPLE TEXT: My grading system**

In this school, we grade on results, not effort. I am always willing to discuss a grade, and I will gladly change it if I have made an error. But an argument that “I really worked hard on this assignment so I deserve better” will not be a sufficient reason to reconsider the grade. If you wish to dispute a grade, please see me within two weeks of receiving it.

**Here is how I will evaluate your work:**

A  Superior in all or nearly all areas. Requires little to no editing. Publishable (print, broadcast, online).

B  Professional quality/publishable. Overall, sound work, but editing/revision required before publication. Generally readable/usable and interesting.

C  Competent but not ready for publication. Generally acceptable work but may need more sources or reworking.

D  Substandard. Demonstrates effort by the student but fails to meet competency standards because of mechanical errors, lack of clarity or lack of content.

E  Fails to meet minimum expectations in most or all areas.

**How your final grade will be determined:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>2 research papers, 15% each</td>
<td>30%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**If the course is a 400/500:** Include a grading scale as per above that is specific to
graduate students. Also, include a description of how the experiences of undergraduate and graduate students will be differentiated in addition to information on how this requirement/experience figures in the grading scheme. Alternatively, you could make a separate syllabus for graduate students using the graduate-level grading scale and explore graduate work requirements more in-depth.

For best practices on constructing graduate syllabi, see https://grad.arizona.edu/policies/academic-policies/resource-links-and-best-practices-graduate-syllabi

**Makeup work, late work and extra credit policy**

*The school policy is that extra credit be allowed only if it is available to the entire class.*

Deadlines are crucial in journalism, and therefore any assignment that is turned in late will receive a 0. Assignments or tests can be made up only if you have a valid excuse for missing them and if pre-approved before your absence. Extra credit opportunities are not available to an individual student, only to the entire class. Exams may not be retaken in an effort to improve your grade. You will receive the grade you earn on the original work.

**Minimum grade for JOUR 205 and JOUR 208**

*In JOUR 205 and JOUR 208 only, include the following statement:*

You must earn a grade of C or above in this class to enroll in most of the school’s upper-division reporting and editing classes. If you earn a D or E, you may repeat this class, but be aware that the school makes no guarantee that the course will be available to you in the following semester. As a result, it is entirely possible that your progress could be set back not one, but two semesters.

**Classroom behavior**

*The school takes professionalism seriously, and many instructors have strict class policies to help ingrain a sense of professionalism that is expected by intern supervisors and employers. Some instructors deduct 1 percent or more of course grades for coming to class late, leaving class early, texting, checking Facebook, listening to music, talking, and other distracting behaviors. If you do this, it must be included in your grading policy. Suggested language:*

Journalism demands a high level of professionalism. Because our undergraduate program is professionally oriented, each faculty member has an obligation to ensure that students behave in the class as they will be expected to at work. To foster a positive learning environment, students and instructors have a shared responsibility. We want a safe, welcoming and inclusive environment where all of us feel comfortable with each other and where we can challenge ourselves to succeed. To that end, our focus is on the task at hand and not on extraneous activities (i.e., texting, chatting, reading a newspaper, making phone calls, web surfing, etc.).

Students are asked to refrain from disruptive conversations with people sitting around them during lecture. Students observed engaging in disruptive activity will be asked to cease this behavior. Those who continue to disrupt the class will be asked to leave lecture or discussion and may be reported to the Dean of Students. The university’s no-smoking policy applies in our classrooms, and we also prohibit e-cigarettes as disruptive.
To encourage this behavior, faculty members make professionalism a component of the evaluation of every student. It will count for [___ points or ___ percent] of your final grade in this class. Professionalism includes the following:

- **Being responsible.** Being punctual and attending all classes. Being prepared for class and participating actively. Avoiding disruptive behavior. Approaching your assignments with resourcefulness and with the goal of completing them as thoroughly as possible. Doing your share when working on group projects. Requesting help from the course instructor, just as you would request assistance from an editor or producer in the newsroom.

- **Being respectful.** Recognizing that you need to be as respectful of the opinions of others as you would have them be of yours. Being courteous in class and on assignments, such as avoiding distracting behavior such as texting, coming in late, leaving class early, talking and checking Facebook. Being sensitive to the needs of news sources.

- **Being accountable.** Remembering that when you are on assignment, your behavior, attitude and dress reflect not only on you but also on the school and the university. People have long memories, and your actions can influence your reputation—and ours—for years to come.

**Electronic devices**

*Some professors ban all electronic devices from the classroom. Some allow them. Up to you. Here is some possible boilerplate (choose one or the other and edit as you like):*

**Banned option:** The use of personal electronics, such as laptops, tablets and other mobile devices, is distracting to the other students and the instructor. Their use can degrade the learning environment. Therefore, students are not permitted to use these devices during the class period and will lose points from their course grade if they do.

**Allowed option:** Some learning styles are best served by using personal electronics, such as laptops and tablets. These devices can be distracting to some learners. Therefore, people who prefer to use electronic devices for note-taking during lecture should use one side of the classroom.

**Academic integrity**

The School of Journalism takes academic integrity very seriously—probably more seriously than most departments on campus. After all, we are in the truth business, and journalists who get caught plagiarizing ruin the profession, their employer and their personal careers. Most violations of academic integrity in the school result in an E in the class and referral to the dean’s office. In some cases, students are expelled from the program.

Every instance of verified cheating will be penalized, generally with a failing grade for the course, but severe or repeated violations can result in more severe penalties, including suspension or expulsion from the school or even suspension or expulsion from the university. The journalism school subscribes to the UA Code of Academic Integrity. Prohibited conduct covers all forms of academic dishonesty, including plagiarizing, fabricating and facilitating academic dishonesty by others.

The university’s Code of Conduct prohibits such behavior as threatening fellow students or faculty, false identification or documents, false alarms, fabricating sources,
quotes, video, or stories, forgery or misuse of documents or records, plagiarism, lying, stalking or discrimination against individuals or groups. Even an accidental copying and pasting of information without attribution and without being in quotes can result in a violation of the policy. You can fail a class even if you did not intend to plagiarize. Complete details are covered by the school’s Academic Integrity Handbook, which you are required to read. Also, University Libraries have some excellent tips for avoiding plagiarism available at [https://new.library.arizona.edu/research/citing/plagiarism](https://new.library.arizona.edu/research/citing/plagiarism).

According to Section D (6) (a) of the UA’s Intellectual Property Policy (which is available at [https://policy.arizona.edu/research/intellectual-property-policy](https://policy.arizona.edu/research/intellectual-property-policy)), faculty own the intellectual property for their course notes and course materials. The instructor holds the copyright to his/her lectures and course materials, including student notes or summaries that substantially reflect them. Student notes and course recordings are for individual use or for shared use on an individual basis. Selling class notes and/or other course materials to other students or to a third party for resale is not permitted without the instructor’s express written consent. Violations to the instructor’s copyright are subject to the Code of Academic Integrity and may result in course sanctions. In addition, students who use D2L or UA email to sell or buy these copyrighted materials are subject to Code of Conduct Violations for misuse of student email addresses.

**Collaboration policy**

Although the school’s classes often involve students working on team projects and peer reviewing, most assignments require individual attention and effort to be of any benefit. Unless otherwise stated by the instructor, all work is expected to be that of each student alone, without consultation with others. Prohibited activities include asking other students for access to their work, asking other students for help during lectures or labs, or sharing information during a quiz or exam.

**Computer security rules**

It is very important that students know and observe the following rules that help protect the security of computer equipment:

1. Absolutely no food items or drinks are allowed in any lab or near any computer.
2. Use only your university email to correspond with journalism faculty and staff.
3. Use free virus protection software, provided by the UA.
4. Watch out for scammers posing as UA computer IT or security, wanting your passwords. Don’t click any links in these messages.
5. You may not connect your laptops to our networks or computers. Email material to your UA email account or transfer it to a CD, DVD or USB flash drive. You may connect a laptop to the video inputs on projectors if you are making a class presentation.
6. No students are allowed in classrooms outside of class hours, except for students in capstone courses and then only with the instructor’s permission. Close and lock classroom doors behind you.
7. Computers in the student reading room (Marshall 312) are available for use outside of class. Students who wish to use the reading room before or after hours must bring their CatCard to the journalism main office for approval and access. Non-journalism students are not permitted to be in the reading room or use the equipment.
Diversity

The school requires every syllabus to include an explanation of your approach to diversity in the class, as required for national accreditation. Here is sample material:

The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society. Unfortunately, the media industry does not accurately reflect the people it serves. Only about 12 percent of journalists are racial minorities (compared with nearly a third of the U.S. population), and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are crucial in journalism, including those from different racial, gender, religious, socioeconomic and political backgrounds. We encourage students to participate in school clubs and activities that enhance diversity in journalism, including the student chapter of the National Association of Hispanic Journalists. We will discuss these issues during class, including the ethical responsibilities of journalists to, as the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” To find out more, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator.

Nondiscrimination and anti-harassment policy

The following wording is required.

The university is committed to creating and maintaining an environment free of discrimination; see http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy. University and journalism school policy prohibits faculty, staff and students from discriminating against any person on the basis of age, ethnicity, gender, disability, color, national origin, race, religion, sexual orientation or veteran status. If you feel that you are being discriminated against, please see me, the school director, the UA Office of Institutional Equity (https://equity.arizona.edu/) if it involves a faculty or staff member, or the Dean of Students office if it involves another student (https://deanofstudents.arizona.edu/).

Notification of objectionable materials

This language is recommended but not required.

Journalism is a vital part of the democratic process. We deal every day with what happens in the world, both good and bad. That means you may hear discussions about news coverage that could be offensive to you, such as ugly crimes, political controversies, sexual situations or conflicting religious beliefs. People might disagree in class, and that’s OK, but let’s try to do it in a civil and respectful manner. I will provide advance notice when such materials will be used. Students are not automatically excused from interacting with such materials, but they are encouraged to speak with me to voice concerns and to provide feedback.

Reporter’s Handbook

The Reporter’s Handbook covers most of the basic operational guidelines for student conduct in our reporting and editing classes. They are to be followed unless you are told otherwise. The handbook also summarizes some of the style usage rules that most often cause students problems. For fuller explanations and other rules, see The Associated Press Stylebook or contact me.
Honors credit

This language is recommended if applicable.

Students wishing to contract this course for Honors Credit should email me to set up an appointment to discuss the terms of the contract. You can find information on Honors Contracts at https://www.honors.arizona.edu/honors-contracts

Confidentiality of student records

The school values your privacy, and I will do my utmost to protect your grades. Your right to privacy is protected by the U.S. Family Educational Rights and Privacy Act of 1974. For more information, see https://www.registrar.arizona.edu/personal-information/family-educational-rights-and-privacy-act-1974-ferpa

Accountability

The journalism school goes to great length to inform students of its policies and procedures. This information comes to you through class syllabi, your instructors, the school listserv, our bulletin boards and our advisers. We make a special effort to put the most important instructions in writing. Because of these multiple communication channels, we feel it is only reasonable to assume that students are fully aware of the information and will act on it accordingly. For that reason, “I didn’t know” is not considered a valid excuse.

Additional resources for students

- UA Academic policies and procedures are available at https://catalog.arizona.edu/policies
- Student Assistance and Advocacy information is available at https://deanofstudents.arizona.edu/student-assistance/students/student-assistance

Subject to change

Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with advance notice, as deemed appropriate by the instructor.

Course topics and schedule

This is an important element that is sometimes overlooked or glossed over. The more detailed a schedule, the more students will be prepared, the more organized you will be and the higher the students’ evaluation of you will be.

- Divide course into logical units.
- Flow in a logical sequence from objectives.
- Specify the number and due dates of exams, papers or special projects. Describe the assignments that students will need to complete. For co-convened classes, note the differences in exams and/or papers for 400 vs. 500 level.
- List the assignments/exams class by class or week by week. Students appreciate a paragraph description of major assignments—it gives them a heads up and something to look forward to.
- Provide your policy on revision and resubmission of assigned papers, with appropriate deadlines.
Final exam or project
- If you have a final exam during finals week, schedule it according to the calendar found at https://registrar.arizona.edu/students/courses/final-exams
- Please follow the Final Exam Regulations at https://registrar.arizona.edu/courses/final-examination-regulations-and-information

REQUIRED! UA policies
By placing this URL https://academicaffairs.arizona.edu/syllabus-policies on your syllabus, you no longer need to list the individual policies listed below:

Absence and class participation
The UA’s policy concerning Class Attendance, Participation and Administrative Drops is available at http://catalog.arizona.edu/policy/class-attendance-participation-and-administrative-drop

The UA policy regarding absences for any sincerely held religious belief, observance or practice will be accommodated where reasonable: http://policy.arizona.edu/human-resources/religious-accommodation-policy

Absences for groups of more than three students that are pre-approved by the UA Dean of Students (or Dean Designee) will be honored: http://policy.arizona.edu/employmenthuman-resources/attendance

Threatening behavior policy
The UA Threatening Behavior by Students Policy prohibits threats of physical harm to any member of the university community, including to oneself. See http://policy.arizona.edu/education-and-student-affairs/threatening-behavior-students

Accessibility and accommodations
At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520) 621-3268 to explore reasonable accommodation.

If our class meets at a campus location, please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable. See http://drc.arizona.edu/instructors/syllabus-statement

Code of academic integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalog. See http://deanofstudents.arizona.edu/codeofacademicintegrity and http://deanofstudents.arizona.edu/academic-integrity/students/academic-integrity.
**Nondiscrimination and anti-harassment policy**
The University is committed to creating and maintaining an environment free of discrimination; see [http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy](http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy)

**Subject to change statement**
Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor; see [http://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template](http://policy.arizona.edu/faculty-affairs-and-academics/course-syllabus-policy-undergraduate-template)
Information about the academic calendar

Accommodation of religious observance and practice

1. No employee, agent, or institution under the jurisdiction of the Arizona Board of Regents shall discriminate against any student, employee, or other individual, because of such individual's religious belief or practice or any absence thereof.

2. Administrators and faculty members are expected to reasonably accommodate individual religious practices. A refusal to accommodate is justified only when undue hardship would result from each available alternative of reasonable accommodation.

3. No administrator or faculty member shall retaliate or otherwise discriminate against any student, employee or prospective employee because that individual has sought a religious accommodation pursuant to this policy.

4. It is the responsibility of the president of each university, and the executive director of the board as to the central staff, to take such actions as are necessary to insure that the intent of this policy is implemented. In implementing this policy, the president of each university shall insure that the policy is included in the university catalog and in such other publications as will assure that all members of the university community are advised of its existence, and the manner in which information regarding its implementation may be obtained.

Scheduling final exams

All courses offered for credit include either a final examination given at the regularly scheduled time or another assessment (e.g., portfolios, essays, project reports). No deviation from the exam schedule, once it is published, is authorized. All forms of examinations (quizzes, take-homes, etc.) are prohibited on any scheduled class or reading day during the calendar week in which regularly scheduled final exams begin. Specific exceptions for certain courses may be granted by obtaining prior approval from the appropriate academic unit head and academic dean. Students shall be informed of any such exceptions before the end of the fourth week of classes. Candidates for graduation who have a final examination scheduled during their college commencement recognition ceremony shall be given the option of rescheduling that exam. Faculty may verify the date and time of commencement ceremonies at http://commencement.arizona.edu/

Some guidelines for final exams:

- Final exams should not exceed two hours in length and may be given only at the times established by the university.
- It is the responsibility of the student to make sure final exam times do not conflict. A student having two or more exams scheduled for the same time period will take the exam in the course with the largest enrollment. The student must then arrange with the instructor of the other course to schedule a makeup exam at the earliest possible time during the final exam period.
How to conduct your class

Preparing for the first day of class

Rosters
You will find class rosters in UAccess. Some students will be stricken from the roster. They have dropped the course, or they lacked the proper prerequisites. Skills classes are limited to 20 students. *No exceptions.*

Prerequisite check
We want all students to have the required prerequisites for our courses. Please double-check students by reading the prerequisites for your class. Students must also be formally admitted to the major. Ask all students who are not qualified to leave and to see an adviser if they have questions.

Fill up those seats
We want to try to accommodate all of our students, so it is very important to fill all the seats in your class. If you still have space after accepting all the students in attendance, please tell one of the advisers so they can try to fill them.

Drop/add forms
If you accept any students who were not on the original roster, please remind them that they have to have you or an adviser sign their drop/add forms to get the course recorded in the university system.

Administrative drops
If anyone on the original roster doesn’t show up or doesn’t have the proper prerequisites, please administratively drop them.

Security
To prevent mischief, no students are allowed in any of the classrooms without an instructor present. Students in school media are an exception. Be sure to close and lock the door to your classroom when class is over. Do not leave students there after your lecture.

In case of emergency (or even minor problems)
We are all here to help. Feel free to ask any of the faculty or staff member for guidance. If students have questions about our policies or procedures, you needn’t try to explain them. Send them to the academic adviser.
First day helpful hints

UAccess Instructor Center [http://uaccess.arizona.edu/](http://uaccess.arizona.edu/)
Use your UANetID and password to log into the site above to access the current roster for your classes. Students registered with the DRC may also choose to identify themselves through UAccess. In addition, use UAccess Instructor to submit final grades at the end of the semester.

Minimum enrollment
If your class is a 200- or 300-level class, it must have at least 15 students. The minimum in a 400-level class is 12 students, in graduate classes five. If your class doesn’t meet the minimum, please inform Carol Schwalbe and Paloma Boykin right away.

Dropping/adding students
On the first day of class, call the roll after waiting 10 minutes for latecomers. If anyone on the roster is not present, drop them from the class if other students want to take the class. If a student on the roster contacted you ahead of time to explain they would be gone for a legitimate reason, and you accept that reason, you may leave that student on the roster. If there are still openings in the class, add students from the wait list in the order they are listed if they are present. If you still have openings after that, take walk-ins, checking with them to make sure they meet any prerequisites of the class.

For classes that meet just once a week, close the course to additional students after the first day. For classes that meet two or three times a week, accept students during the first and second meetings. If a student was on the roster and didn’t show up the first day and was dropped, allow the student to come back during the second class meeting if there is room. If there is no room in the class, then that student is out of luck and can’t get in. Students from the wait list or who just showed up and are admitted to the class on the first day should not be bumped from the class later; they have been admitted permanently. No one should be admitted after the first week of classes because they have missed too much material.

Change of Schedule forms
If you accept any students who were not on the original roster, remind them to have you or the adviser sign their Change of Schedule forms to get the course recorded in the system. Forms are available in the administration office (Room 334) and outside the academic adviser’s office (Room 325).

Administrative drops
Any student who doesn’t show up during the first week of class should be dropped. You can process an administrative drop through the UAccess Instructor Center.

Prerequisites
Make sure every student has the proper prerequisites for your class. If you or your students have any prerequisite questions, please contact Paloma Boykin, our academic adviser.

Syllabi
Please email your syllabi to Andrés Dominguez (dad4@email.arizona.edu), administrative assistant for the School of Journalism, by the end of the first week. We are required to have all syllabi on file.

Please note that the following items are required in each syllabus:

- Learning outcomes for students on the first page of your syllabus
- Additional class requirements for grad students if you are teaching a combined section class
- A diversity statement (a sample is included below; you may add to it or make your own diversity statement if you like)

Sample statement:

**Diversity and inclusiveness**

The School of Journalism values diversity and attempts to communicate clearly the value of diversity in journalism to better represent society. Unfortunately, the media industry does not accurately reflect the people it serves. Only about 12 percent of journalists are racial minorities (compared to nearly a third of the U.S. population), and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are crucial in journalism, including those from different racial, gender, religious, socioeconomic and political backgrounds. As the SPJ code of ethics says, “Give voice to the voiceless,” “Avoid stereotyping” and “Boldly tell the story of the diversity and magnitude of the human experience. Seek sources whose voices we seldom hear.” We encourage students to participate in school clubs and activities that enhance diversity in journalism. To find out more, check out the school’s diversity and inclusion page or contact the school’s diversity coordinator.

**NEW! Academic Integrity Forms ONLINE**

Make sure your students complete the Academic Integrity Form ONLINE for each class section you teach. Please do so within the first two weeks of the semester. The easiest way is to link to the form from D2L, but students can also access the form at xxxxxxxxx on a smartphone, tablet or computer.

**Security**

To prevent mischief, no student is allowed in any of the labs without an instructor/lab assistant present. Please be sure to close the door to your classroom when the class is over. Students are welcome to use the open computers in Room 312.
**Minimum enrollment in class**

The university specifies a minimum enrollment in classes. If a class doesn’t reach the minimum by the time the semester starts, it has to be canceled. The rules apply only to regular semesters. Summer courses have separate criteria.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Minimum Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>500+ courses</td>
<td>5 students</td>
</tr>
<tr>
<td>400/500 courses</td>
<td>5 grad students or 12 students in all</td>
</tr>
<tr>
<td>400-499</td>
<td>12 students</td>
</tr>
<tr>
<td>Below 400</td>
<td>15 students</td>
</tr>
</tbody>
</table>

Exceptions to the minimum rule are labs, lectures split into two sections and single student or small-group research classes, such as independent study, honors sections, internships, directed research activities, practica and thesis research.

**Photocopying for class**

The school provides students with free photocopies of all syllabi, final exams, instructions for final projects and short assignments of one or two pages. However, if you have a class reading or handout that is longer than a few pages, please don’t photocopy it here. The reason is that the school is offering dozens of classes each semester, and because we have no operating budget, the school literally cannot afford to provide students in our classes with free copies of lengthy handouts. In addition, if the copies are from someone else’s book or article, there may be copyright issues.

If you have a handout or assignment that is more than a few pages long, please put the documents on your class D2L site and ask students to download them.
Mandatory all-employee security awareness program

All UA employees, student workers and DCCs with UA NetIDs are required to complete annual security awareness training. To fulfill this requirement, the UA Information Security Office, with help from the campus community, has developed user-friendly online modules to ensure that all employees can easily participate in and complete the security awareness program. The program has been designed not only to inform employees of their responsibilities as members of the UA community but also to assist them in securing their information at home.

PLEASE NOTE: You can enroll in training ONLY after your employment or DCC status has changed from “Pending” to “Active.”

Security awareness training enrollment and completion instructions

- Enrollment Instructions in UAccess Learning
- Navigation and Completion Instructions in UAccess Learning
- For questions or concerns regarding whether or not you need to complete training, please contact the Information Security Office.
- For technical support, please contact the 24/7 IT Support Center.
**Instructional technology policies**

The school has instituted the following computer policies (1) to provide security; (2) to enable the tech staff to have sufficient time to order, install and test new hardware and software; (3) and to ensure the school is in full compliance with university rules.

If you have suggestions or comments regarding these policies, please contact the school head. Please note that SBS Tech is responsible for maintaining the school’s technology.

**Email accounts**

The university has a strict policy that all students, staff and faculty must have UA email accounts and must use those accounts for all university-related correspondence. The school strongly supports this policy, which has important legal ramifications.

**Use of instructional laboratories**

Journalism school instructional laboratories are maintained for instructional purposes and must be kept locked when not in use. Whenever they are in use, the assigned course instructor should be present. Because these labs are tightly scheduled, instructors should not plan to use them outside their regularly scheduled class hours. In rare cases when an extra class session is required, instructors must consult as far in advance as possible with the main office to avoid scheduling conflicts.

Student requests to use the labs outside of class hours will not be honored. Students who need access to school software or servers outside of class hours should use the equipment in the reading room (Marshall 312). Students in lab-intensive courses will be given CatCard access to the open lab in Marshall 322, which may be used when a class is not in session.

**Connecting outside computers and media to the school’s network**

For security reasons, no outside computers may be connected to the journalism school network. “Outside computers” refers to computers that are not maintained by SBS Tech (generally, this refers to any computer that was not procured by the journalism school). This policy applies to computers owned by faculty, staff, students, visitors and third parties.

Faculty members and students who use outside computers to prepare class materials should use the free anti-virus software provided by the university. Files should be emailed or transferred to removable storage devices for use on UA Journalism computers.

Outside computers may be connected to projection monitors but only to the video inputs. This means that guest speakers who also need Internet access during their presentations should connect to the UA’s Guest WiFi.

Under no circumstances may a student plug a laptop into a school port or computer, or into any part of a projection monitor other than the video input. This rule applies to all labs and seminar rooms, to the reading room and to faculty and staff offices.

**Ordering new hardware and software**
Requests for new hardware or software, ideas for new uses for technology and proposals for classes that will require additional technology should be made through the school Technology Committee.

**Software for non-university computers**
The school cannot pay for software or software licenses to be used on non-university computers (that is, for desktops or laptops not purchased with university funds).

The UA provides a number of useful software programs that are available free for faculty, staff and students to use at home for university-related work. These programs are available at [https://sitelicense.arizona.edu/](https://sitelicense.arizona.edu/)

**Upgrades, maintenance and repairs for non-university and university computers**
The school cannot pay for any computer upgrades, maintenance or repairs for computers that are not university property (that is, for desktops or laptops that have not been purchased with university funds). The school will pay for computer upgrades, maintenance or repairs for computers purchased with university funds. However, such work can only be done at the university. If you are using a university computer at home and it needs upgrades, maintenance or repairs, you must bring the computer to school for service. The school cannot provide or pay for any computer upgrades, maintenance or repairs done in an employee’s home, even for computers purchased with university funds.

**Security requirements for personally owned and third-party computers**
Even though the journalism school cannot provide technical support for outside computers, please remember that the university has very strict policies regarding acceptable use of its networks as well as use of its computers. These policies apply to “all users of University of Arizona computing and network resources, whether initiated from a computer and/or network device located on or off campus.” The policies apply to computers used on campus, at home and elsewhere, even just to receive email.

It is the responsibility of all members of the university community—faculty, staff, students and visitors—to make sure they are in compliance with these policies. The full text can be found at [https://policy.arizona.edu/information-technology/acceptable-use-computers-and-networks-policy](https://policy.arizona.edu/information-technology/acceptable-use-computers-and-networks-policy)
Social media guidelines

Social media is an integral part of journalism, essential to students and their education. Therefore, the school recognizes the need to use social media to communicate and foster engagement among the school, students and alumni.

Tools
The school has two primary social media outlets:
- Facebook page (https://www.facebook.com/uajschool)
- Twitter account (https://twitter.com/uajschool)

Posting
Posting duties are handled by the school’s outreach coordinator. He monitors and regulates the content and quantity of posts to ensure that students are not deluged with information and are provided posts that foster engagement and communication.

Post content
Posts should engage followers and provide useful information, including posts that
- illustrate what is happening in the school and where students’ money is going, including links to school press releases, new programs or classes, and school accomplishments.
- highlight out-of-the-ordinary student work and accomplishments, with links to student kudos.
- highlight alumni news and significant happenings.

The posts should be useful to students and alumni, be conversational, feature photos and have an element of fun.

Twitter
The outreach coordinator culls information posted on the Facebook page, repurposes it and posts it to the school’s Twitter account.

The decision about what makes it to the social media accounts is at the discretion of the outreach coordinator.
Classroom conduct

The Reporter’s Handbook
A reference guide for students to use in all reporting and editing classes is available. It has three purposes:

1. It lists the ground rules that most instructors have used for conducting their classes—and adds a few new ones.
2. It includes some of the AP stylebook directives that most commonly trouble students.
3. It is intended to reduce student confusion by standardizing practices and usage throughout the school’s curriculum.

We hope you will find it useful and will help make it even more relevant by suggesting additions and changes to the main office staff.

Please add the handbook to the book list in your syllabi. It can be downloaded from the journalism website. The 2017 version, which is the most recent update, is under the “undergrad/student resources” tab.

Precedent, precedent, precedent
We have tried to spell out the policies and procedures that govern the way we operate this school. We suggest you follow them as much as possible, remembering the consequences of making exceptions. If you allow a student to miss class, perform make-up work or take a test late, you need to be prepared to offer the same exception to everyone else in the class. If you do a favor for one, don’t think for a minute that other students won’t find out. Remember what the lawyers say: precedent, precedent, precedent.

Return assignments promptly
Part of the contract between you and the students is to offer fair, frequent and prompt feedback on their work. That means you need to mark up papers thoroughly enough that students can understand why they got the grade they did. It also means that you should aim if at all possible to return their assignments by the next class meeting. Because each assignment builds on the previous one, giving students papers back three or four assignments later is not acceptable.

Office hours
Students tell us all the time that this school is much friendlier and more helpful than others. The reason is that we place a high priority on student success. Faculty availability to students is the most important part of creating a welcoming environment that is conducive to learning.

A typical rule of thumb is a minimum of three to four posted office hours each week. Adjunct faculty members are required to hold office hours for at least an hour every week. That means you need to list your office hours in your syllabus—and you need to be available during that time. In addition, post the hours on the door of your office.
Inform the school of your office hours. A listing of all faculty and adjunct office hours should be maintained in the main office.

Office hours are important for handling problems relating to the course and also for allowing students to develop personal relationships with the faculty. Encourage your students to take advantage of the time set aside to work individually with them.

**Cheating**

We are very concerned about the dramatic upsurge in plagiarism and fabrication in recent years. When we find instances of this behavior, we usually impose major sanctions, such as failing the student for the class. We have developed an Academic Integrity Handbook that students are required to read and agree to observe by signing a contract each semester. “I didn't know” is not a valid excuse. We also have a faculty handout that gives instructors some background that should be helpful. Watch for cheating, especially downloads from the Internet or copying stories from the Star or the Wildcat. If you spot suspicious copy, do not ignore it. By being vigilant, you are protecting the integrity of the work and the grades of honest students, who comprise the vast majority of our majors.

The university has a standard procedure for dealing with academic integrity issues that you need to follow carefully. *Before you take any action, talk over the incident with the faculty member serving as the academic integrity coordinator or with the school director.* These things can get contentious and lead to serious consequences for the student—or the instructor—if proper procedures are not followed.

Lastly, all of this must be done carefully to protect student privacy. The only people who should know of the incident are the instructor and the school director.

**Student attitudes**

New instructors are often tested by students. They may challenge your authority by noisily disagreeing with you in class or disputing grades. This behavior is sometimes inadvertently encouraged by instructors who try to be friendly and informal. Fewer incidents are reported when adjunct faculty members establish some distance between themselves and their students. By all means, you should be accommodating and open to questions and differing opinions, but by remaining a little aloof, you can more readily build respect.

**Disruptive behavior**

We do not tolerate any type of disruptive behavior in classes. Students may not come in late, talk, check messages, read newspapers, refuse to cooperate with assignments, verbally attack other students’ work or anything else that distracts from a stimulating learning environment. Likewise, you should not allow a student to attack you physically, verbally or emotionally. For more information, see the university’s Code of Conduct, which specifies sanctions against disruptive students ranging from written warnings to expulsion. Refer to the section in this manual that outlines tips for protecting yourself if you feel threatened by a student.
Need for documentation

This is an era when some students consider themselves customers purchasing education from someone whose job is to please them. These students can become contentious when their expectations are not met.

What that means is that you need to be prepared to defend your actions to angry students, protective parents and occasionally even lawyers. At a minimum, you would do well to protect yourself with the following:

- Be sure your syllabus carefully spells out the procedures you intend to enforce.
- Take attendance at every class meeting when class size permits.
- Keep careful grade records.
- Protect student privacy.
- Document any threatening or disruptive behavior.
- Document any instance of improper collaboration.
- Document every academic integrity violation.

A copy of your documentation should be sent to the academic adviser to be placed in the student’s school file and to the Dean of Students Office to be filed or acted upon. And keep those records handy for the following year.
Student privacy

The journalism school goes to considerable lengths to protect the privacy of students. Our policy is based in part on the federal Family Education Rights and Privacy Act (FERPA) of 1974.

Here are some situations that require sensitivity:

- Avoid discussing anything about one student with another or even with a faculty member without cause.
- When handing back assignments, shield grades as much as possible.
- Try to critique assignments as gently and positively as possible, holding one-on-one conferences when necessary.
- Caution students to be respectful when holding class discussions of individual work.
- Peer critiquing is a valuable tool, but prevent students from making personal attacks. Do the critique anonymously or warn students in your syllabus to expect to be identified.
- If students present their own work for public discussion, insist that both negative and positive comments be presented.
- Allow students to opt out of classroom critiques.
- Be especially aware that it is a violation of FERPA to post grades by identifying students by name, student identification number or social security number. You can’t even identify students by the last four digits of their student ID or send their grades to them through email. One common solution: Pass around a sheet numbered down one side. Have students sign their names at randomly selected numbers. Post grades using those numbers.

The major provisions of FERPA include the following:

- Most student records at the university are considered “education records” that are protected by FERPA, including computer records.
- Students have a right to access and review their education records.
- All education records are confidential (except directory information in most cases) and cannot be disclosed unless the student consents or the request fits one of the exceptions.
- Faculty and staff generally may not see a student's education records without first identifying a legitimate educational interest or one of the other exceptions under which records may be reviewed.
- Parents do not have an automatic right to view their children's post-secondary education records.

What is an education record?

“Education record” includes any information or data recorded in any medium, including but not limited to, handwriting, print, tapes, film, email and microfilm, which is directly
related to a student and maintained by the university or by a person acting for the university.

Examples of an education record include the following:

- Admissions information for students who are accepted and enrolled
- Biographical information, including date and place of birth, gender, nationality, information about race and ethnicity, and identification photographs
- Grades, test scores, evaluations, courses taken, academic specialization and activities, and official communications regarding a student's status
- Course work, including papers and exams, class schedules and written, email or recorded communications that are part of the academic process
- Disciplinary records
- Students’ financial and financial aid records
- Internship program records.

Disclosure of education records
Student education records are held to be private but can be disclosed under certain conditions.

- Students have a right to review their own records.
- Records can be disclosed to others (including parents) only if the student has given written consent.
- A request fits one of the legal exceptions.

The primary exception is the release of “directory information.” Unless a student restricts it, the following is considered to be directory information:

- Student’s name
- Date of birth
- Local address (but not dorm room numbers)
- Local phone number
- University e-mail address
- College
- Class (freshman, sophomore, etc.)
- Degree, major, minor
- Dates of attendance (years or semesters, not specific days of absences)
- Full-time or part-time status
- Degree(s) received
- Honors and awards
- Participation in recognized activities
- Weight and height of athletes

Parent access to student records
This is an area of frequent confusion. The law distinguishes between two types of students:

- Dependent children
At the university’s discretion, parents can see records of students they claimed as a dependent. The university, however, needs to verify the dependency by checking the tax return. Faculty and staff can discuss a student with a parent in general terms. They also are free to discuss policy and procedures with parents.

- **Non-dependent children**
  Parents have no rights to see records for a child they no longer claim as a dependent on their income tax return, unless they have written permission from the student. Faculty and staff can discuss a student with a parent in general terms. They also are free to discuss policy and procedures with parents.

**Faculty/staff access to student records**
Faculty or staff members may have access to student educational records if they are
- Performing a task that is specific in their position description or contract.
- Performing a task related to a student’s education or to student discipline.
- Providing a service or benefit related to the student’s family.
- Maintaining safety and security on campus.

**School policy on student privacy**
Respect for student privacy goes behind the FERPA guidelines in the journalism school. Faculty and staff members have legitimate reasons to share information about anything that might affect a student’s performance. They should bear in mind, however, that they must exercise discretion in doing so.
- If a student is accused of an academic integrity violation, the faculty member may not ask the Dean of Students office if he/she has committed previous violations until after the instructor has filed charges against the student.
- Faculty may not share information about an academic integrity filing with other faculty members. Only the instructor, school director and advisers have access to that information.
- A faculty member may ask a student requesting special accommodations because of a disability to submit substantiation from the Disability Resource Center. He or she should not discuss the situation with other students, faculty members or staff.
- Instructors should give students the option of opting out of reading their own stories in class or having them subjected to group critique.
- Faculty members should refrain from asking personal questions in class that could cause students to feel uncomfortable.
- Instructors should make special efforts to shield a student’s grades from other students.
- Instructors may not post grades by name, student identification number or any other way that students can be identified by others.
- Instructors should not send students their grades in open postcards or even by email, since emails are not considered secure.
Students with disabilities

The school’s policy is to make any reasonable accommodation to assist disabled students to succeed in our classes. Making special conditions for disabled students is easier than you might think.

How to provide accommodation
The most common request from students with learning disabilities is for extra time to complete assignments and quizzes. Though meeting such a request on the job may be difficult, we almost always find a way in class. One student we couldn’t accommodate, however, asked for triple time. With the help of the university’s Disability Resource Center, we worked out a compromise, and she went on to be one of our better graduates. We found several years ago that we were able to accommodate a blind student. He earned the highest grade in the class.

If you have questions, see Susan Knight. She is the school’s designated expert on ways to accommodate students with special needs. You also can refer to some excellent material from the Disability Resource Center, which is available on its website.

Who qualifies for help?
Accommodation is available only to students designated as disabled by the Disability Resource Center, which is indicated in your course roster through UAccess. Some students claiming special needs are in a paid tutoring program known as SALT. They may or may not be officially disabled. If you question a student’s status, you can call the DRC. Make a point of asking students needing help to identify themselves at the beginning of the semester. Otherwise, you risk having students approaching you just before finals. You should make an effort to keep a student’s status as private as possible.

Diversity and inclusion

The school has a long tradition of incorporating diversity and inclusion throughout its curriculum and activities. Unfortunately, the media industry does not accurately reflect the people it serves. Only about 12 percent of journalists are racial minorities, compared to nearly a third of the U.S. population, and men still dominate newsrooms even though two-thirds of journalism grads are women. Diverse views are crucial in journalism, including those from different racial, gender, religious, socio-economic and political backgrounds.

All instructors are required to include a diversity statement in their syllabi. Discussion of diversity issues is not relegated to a few required courses but should be woven through everything we teach.

We encourage students to participate in school clubs and activities that enhance diversity in journalism, including the student chapters of the diversity clubs. To find out more about the school’s activities in diversity and inclusion, check out the school’s diversity page at https://journalism.arizona.edu/diversity or contact the school’s diversity coordinator.
Teaching aids

What topics do I need to cover in my course? How fast should I go? What should I expect students to be able to accomplish? How do I help a student who just is not getting it?

These are typical questions every new instructor faces. Fortunately, you don't have to be a seasoned educator to be an effective teacher. Susan Knight is the school's faculty teaching mentor. She is especially knowledgeable about innovative teaching techniques you will find useful. Susan and the rest of the faculty welcome your questions.

In addition to their help, our library has books you can consult. One of the most useful books is *Tools for Teaching.* It is filled with hundreds of brief tips, insights and suggestions on subjects ranging from leading a discussion and understanding different learning styles to evaluating student work and preparing quizzes.

The Poynter Institute (poynter.org) has numerous articles online that discuss journalism and teaching effectiveness. Also, the university’s Office of Instruction and Assessment provides a myriad of resources at its website and free online courses on D2L and teaching methods.

Some books and websites on math for journalists


This book contains many exercises.

Journalists Toolbox: Math for Journalists

https://www.journaliststoolbox.org/2019/06/21/writing_with_numbers/

New York Times Daily Lesson Plan

This site offers lessons at all levels based on current news.

www.nytimes.com/learning/
Teaching journalism to journalism students who don’t follow the news

Title borrowed from Scott Maier, University of Oregon

It is a lamentable fact that a number of journalism majors have never read a paper. Never seen TV news. Never looked at online news sites. Don’t know the difference between news and editorial content. Aren’t familiar with freedom of the press. How can you move them from that level of awareness to being ready to join the professional ranks in the short time they are in the school? Here are a few suggestions that will stimulate students’ interest and knowledge of news content.

- In budget meetings, have students bring three current articles in which they have an interest and then argue their newsworthiness. In subsequent classes, follow the stories until they drop from the news. (Maier)

- Have students draft (in class) a list of questions they would put on the news quiz if they were writing it. This sparks discussion and gives the instructor a sense of what students consider to be news. (Maier)

- Ask students to write ledes for two news stories that they have read in the preceding week. This tests the depth of their news consumption. (Maier)

- Give topical news quizzes. Ask students to study certain readily available publications for stories on a “topic of the week,” e.g., business, health, education, terrorism, sports. (John Hudnall, University of Kansas)

- Assign beat reading. Each class begins with all students discussing developments on their beat. Encourage students to read high-quality publications for news of their beat. (Miles Maguire, University of Wisconsin-Oshkosh)

- Assign a paper on identifying journalistic excellence, using the students’ beat reading. Because they have spent the semester examining reporting on a given topic, they can compare and contrast the presentations and provide criticism. (Maguire)

- “Pass the hat” with slips of paper headlining topical news subjects. Students conduct an Internet search for stories on their topics, then report what they find to the class. (Maier)

Suggestions from the 2002 AEJMC annual conference
Excused absence for groups of students

University policy is explained in the University Handbook for Appointed Personnel, Chapter 7, Section 7.04.02. The policy was adopted by the Faculty Senate and states the following:

A. Policy

1. A student may be excused from classes for attendance at officially authorized functions in accordance with the authorization directives below and for regularly scheduled field trips announced in the General Catalog. Students will have an excuse for these events issued by the Dean of Students office.
2. The instructor shall accept excuses for authorized events and shall impose no penalty if the students have complied with the prescribed procedures for excused absence. Instructors should also notify persons in charge of their quiz or laboratory sections of these excused absences.
3. Trips for groups of students shall be scheduled at times other than those days reserved for final examinations each semester.
4. For trips during the semester, the approval of the academic dean as well as that of the Dean of Students must be obtained. Normally the deans will not give approval for students on academic probation.

B. Authorization

1. When more than three students from a student group are involved, an official form, which may be obtained from the Office of the Dean of Students, must be used.
2. Using the official form, the adviser of a student group lists the students proposed as participants.
3. Once or twice a semester the sponsoring dean checks the academic record of each participating student, eliminating those whose scholastic standing is not sufficiently high.
4. The sponsoring dean then sends the list to the Dean of Students’ Office. Students traveling in University vehicles are covered by insurance; students who drive themselves in their own cars may not be covered. Questions about current policy should be directed to the Office of Risk Management and Safety. Travel arrangements should be made known at the time the Activity Program Permit (or memorandum in case of field trips) is completed, and must be noted on the travel regulation line.
Administrative drops/reinstatements

Administrative drops
Instructors must provide students with written statements of their own policies with respect to absences in their syllabi. Excessive or extended absence from class is sufficient reason for an instructor to recommend that a student be administratively dropped from the course. For courses in which enrollment is limited, missing the first class may be interpreted as excessive absence.

If this action is filed with the Office of the Registrar before the end of the fourth week of the semester (or the end of the first week of a summer term), the course will be removed from the student’s academic record.

If this action is filed with the Office of the Registrar during the fifth through eighth weeks (or the second week of a summer term), a grade of “W” or “E” will be awarded. The instructor determines the grade. Administrative drops cannot occur after the eighth week.

Administrative reinstatements
When instructors administratively drop students from a class section, they may administratively reinstate those students in the same class section until the last day of classes for the term. If you have questions, see the academic adviser.

Reports about speakers and accomplishments
Every six years, the School of Journalism goes through a re-accreditation process. Our program has been accredited by the Accrediting Council on Education in Journalism and Mass Communications since 1964.

Among the things the Accrediting Council asks for are the following:

- **Guest speakers**: This includes guest lecturers and visitors to your class. Please include the speaker’s affiliation, e.g., Steve Leal, Tucson City Council, or Joe Ferguson, Arizona Daily Star. The council especially wants to know the names of speakers representing diverse populations.

- **Faculty accomplishments**: This includes your own awards, papers presented, guest speaking roles, books and articles published and so forth. **Adjuncts**: We want to know of your accomplishments, too.

- **Student accomplishments**: This includes news of students getting published in local/regional publications, awards or honors they have received or jobs/internships they have landed.

Please send these items to the outreach program coordinator. You may email them as the semester progresses or at the end of the semester. Thanks for your cooperation.
**Class evaluations**

Every class must be evaluated by the students at the end of the semester. The school uses the standardized university Teacher Course Evaluation (TCE) online forms for these evaluations. Journalism considers four criteria on the forms to be the most important: Overall Teaching Effectiveness, Overall Course Rating, Overall Amount Learned and Students Treated With Respect. The goal of every instructor should be to receive a score of 4.00 or higher in these four categories. (The scale runs from 1.00 to 5.00.)

The evaluations go live toward the end of the semester—encourage your students to fill them out. Good response rates are important. The school uses the scores to determine if instructors need extra coaching to improve their techniques. In the case of low scores, the director may look at open-ended written responses to get a sense of what might be at play and talk with the instructor about strategies for improving scores.

The results of the Teacher Course Evaluations are online at [http://aer.arizona.edu](http://aer.arizona.edu). You need your UA Net ID and password for access.

The university offers a guide regarding how to interpret your TCE ratings at [http://oirps.arizona.edu/TCEUnderstandingResults.asp](http://oirps.arizona.edu/TCEUnderstandingResults.asp). A list of other teaching evaluation resources and analyses is available at [http://aer.arizona.edu/resources.asp](http://aer.arizona.edu/resources.asp).

TCE ratings are available to students. The reports show raw statistics only, with no comparison or summary data, and do not include any written comments.
Information about grading standards

School grading guidelines

Teachers don’t give grades; students earn them
The journalism school believes very strongly in the principle that every student should be given the grade he or she earns. In this school, we grade on results, not effort. You should always be willing to discuss a grade with a student and change it if you have miscalculated. But an argument that “I really worked hard on this assignment, so I deserve better” will not be a sufficient reason to reconsider the grade.

This is a matter of fundamental fairness. So-called “social promotions,” or any equivalent, have no place in our school. If every student has earned a D, every student should be given a D. Conversely, if every student has earned an A, every student should receive an A.

Sometimes faculty members feel pressure to give students a higher grade than they have earned. Sometimes students tell us that they need a certain grade to maintain a scholarship or that they haven’t earned a higher grade because of personal circumstances. Although these arguments can seem very persuasive, it is extremely important that all faculty adhere to the school’s grading standards. There are several reasons for this, and they center on the idea of fairness:

- Giving students a higher grade than they have earned is unfair to other students who are given the grades they have earned. This is one reason why instructors should think hard about giving extra-credit work to students who are in danger of earning Es. Extra credit work should be provided for all students who want a chance to improve their grades—or no students.

- Giving Cs to students who have earned Es in Journalism 205 and 306 is unfair to these students. It amounts to setting them up for failure in the upper-division classes that build on the skills they should have learned earlier.

- Giving Cs to students who have earned Es in 205 and 306 is unfair to both the instructors and other students in the more advanced writing classes. Instructors end up having to spend class time going over material that the students should have mastered in the earlier classes. Instructors also have to spend extra time grading papers to correct errors that shouldn’t have occurred. Meanwhile, the students who earned their good grades see class time being spent reviewing information that was learned earlier, limiting the time spent on new material.

- Giving students a grade higher than they deserve is unfair to employers, who will have an unrealistic expectation for the level at which the students can perform.

- This practice is unfair to the school, because it damages the school’s reputation and the faith that employers have in our ability to evaluate students’ work fairly.
• The practice is unfair to other graduates of the program, because it devalues their degrees.

• The practice ultimately is unfair to members of the public, who rely on well-trained journalists to provide them with the data they need to make informed judgments about policy and policy makers—a function that is crucial to a democratic system.

Of course, students sometimes encounter extraordinary circumstances that can affect their grades: sudden illness, a death in the family, an accident. Students in these situations need sensitive guidance about what to do concerning missed classwork. It is essential to bear in mind that the university has designed ways for faculty to assist students in these circumstances without giving them a grade they have not earned. If you have students in these circumstances and are unsure what to do, or if students have other special circumstances that you believe could—or should—affect the way they are graded, you are urged to discuss the situation with the school’s advisers or director.

Grading 101
It helps to have a clear idea of what you are evaluating as you sit down to grade a large stack of stories. Students also benefit from knowing how you will approach their papers. What, for example, makes an “A” paper compared to a “C” paper? Here’s one example:

A Superior in all or nearly all areas. Requires little to no editing. Publishable (print, broadcast, online).

B Professional quality/publishable. Overall, sound work but editing/revision required before publication. Generally readable/usable and interesting.

C Competent but not ready for publication. Generally acceptable work but may need more sources or reworking.

D Substandard. Demonstrates effort by the student, but fails to meet competency standards because of mechanical errors, lack of clarity or lack of content.

E Fails to meet minimum expectations in most or all areas.

Generally, good writing can be evaluated on three concepts: organization, mechanics and content. These concepts overlap to some extent, especially in journalism. Organization, for example, could be an indicator of reporting strength. Content could be, too. News judgment, that is, choosing a topic and writing for a general audience, could fall under all three areas. But identifying for yourself and your students how you will evaluate their stories will save you time and help students improve their work.

Some journalism faculty award two grades for each story—one for reporting and another for writing. Others assign one overall grade on each assignment. No matter which approach you take, it is important to help students understand how you assign grades. You may want to include an explanation in your syllabus and then remind students whenever you make an assignment and whenever you hand one back.

Most journalism faculty members award points for professionalism in assessing the final grade. It encourages students to adopt the attitudes and habits of working journalists, and it is one way to help keep classroom disruptions to a minimum. Professionalism can be
defined in a variety of ways, but one approach is to include attending class regularly, meeting deadlines, coming to class prepared and on time, participating in discussions, requesting individual help when needed, respecting the instructor and other students, and demonstrating interest in learning rather than demonstrating boredom, listlessness or tiredness. Generally professionalism is accorded 10 to 15 percent of the total final grade.

The next component of grading is how the final grade will be determined. For example:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regular assignments</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>2 research papers, 15% each</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final exam</td>
<td>10%</td>
</tr>
<tr>
<td>Professionalism</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

The final component of grading is the scale. The university standard is the following:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- E: 59 and below

Note the university uses E to represent failure, not F, in regular grading.

It also is helpful to students to know if you plan to grade on a curve or if you will drop the lowest of the scores on exercises, as some instructors do.

The university requires that your syllabus shows all three components:

- How each letter grade is defined
- How you arrive at the final grade
- What is your grading scale
- Plus, if you have graduate students, all three components must be spelled out separately for them.

Again, it is important that the grading plan you outline in the syllabus is followed during the semester. The university considers the grading portion of the syllabus a legal contract between the instructor and the students. If you find you need to change your method of grading, you need to reissue the syllabus.

**The importance of feedback**

Students require prompt feedback on their writing and reporting in order to understand your explanations and improve their work. Some faculty members provide feedback through extensive written comments on papers, and that can be useful. Another approach, called minimal marking, begins the semester with extensive written comments and corrections on papers and gradually replaces this practice with that of providing indicators of error without correcting them, and with general comments about the overall work. This
second method attempts to help students identify their own errors and learn to correct them. Neither approach eliminates the need to explain to students the strengths and weaknesses of their work. It’s important to find systematic ways of providing feedback about these issues.

An individual, face-to-face critique of written work is perhaps one of the most useful forms of feedback for a student. It can be too time-consuming, however, especially for adjunct faculty who keep limited office hours. A critique of a student’s work during class can be effective, but it must be handled carefully in order to ensure that the student is not embarrassed and does not feel that she or he has been singled out because of poor performance. If you plan to do in-class critiques, explain why these critiques are helpful, and give students a chance to opt out if they wish to do so.

Faculty may want to ask students to volunteer their stories for in-class critique. Or faculty also can choose examples from stories that work well and ones that don’t, then read them out loud in class, or present them visually, without identifying the authors. Always make sure to address both weaknesses and strengths in all examples and to explain how to make them work better.

Group critiques can also be effective, but this approach requires special care from instructors in order to ensure that the experience is positive for all students in the class. You may want to establish guidelines for group critique before you begin, and offer students an opportunity to opt out. Tell students the purpose of group critique and provide guidelines for their involvement. Never allow a student to attack another writer. Instead, encourage them to assess the work with the idea of making it better. You can assign small groups for peer critique, request volunteers for full-class critique or choose stories yourself for critique, but create a learning environment for all students by insisting on mutual respect in the classroom.

Miscellaneous
The university offers a computerized grading system through D2L. It is helpful to students to post grades at least once a week. However you choose to record the grades, we urge you to do it meticulously and keep your records for at least a year in case a student contests a grade. This is especially important for adjuncts, who may not teach in subsequent semesters.

The university forbids scheduling final exams during the last week of classes. Hold your test before then or during the standard final exam period that follows the regular semester.

Post your final grades in the class roster in UAccess.

You will find more information about grading elsewhere in the manual.
Retention of grade records

Adequate documentation of student performance in the classroom is very important. That is why it is a policy of the university and of this school that all faculty members retain their grading records for at least one year. The records should include everything that has a bearing on students’ final grades. At a minimum the faculty should provide grade books, attendance records if kept, student conduct reports and a syllabus to indicate how the grade was derived.

The purpose of this requirement is to enable that adequate records are held by the school in case of student grade appeals or general petitions. The university appeal process specifies that students may appeal a grade in the following regular semester. Adjunct faculty members are particularly urged to comply with the policy since they may not be teaching when the appeal is filed.

Regular grades
A, B, C, D and E constitute the regular grades used at the University of Arizona. Regular grades are included in the calculation of the grade point average (GPA). The majority of courses use regular grades. Exceptions include most house-numbered courses (independent study, colloquium, etc.) and some law, medicine, pharmacy and public health courses. Courses using alternative grades are designated as such in the course descriptions.

S, P, F grading
For the majority of individual studies courses, one of the grade systems available is the special grades of S, P, F. Grades of S (superior), P (pass) and F (fail) are not included in the calculation of the GPA, nor do they count toward meeting the criteria for dean’s list, honorable mention or academic distinctions.

Graduate courses
Grades for 900 through 925 house-numbered courses and other graduate level project courses that continue for longer than one term will be awarded an S, P or F based on work completed during the semester of enrollment. The option of awarding an I remains available when warranted. If the course is passed, the units of credit may be applied toward the degree at the discretion of the student’s major adviser.

I Incomplete grade
The grade I may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The I is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than I must be assigned. Students should arrange with the instructor to receive an I before the end of the term. Instructors are encouraged to use the Report of Incomplete Grade (link is external) form as a contract with the student as to what course work must be completed by the student for the I grade to be removed and replaced with a grade. If the grade of Incomplete is not removed by the instructor within one year, the “I” grade will convert automatically to an E.
### University grading system

[https://catalog.arizona.edu/policy/grades-and-grading-system](https://catalog.arizona.edu/policy/grades-and-grading-system)

<table>
<thead>
<tr>
<th>Grade</th>
<th>In GPA</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>yes</td>
<td>excellent</td>
<td>(regular grade)</td>
</tr>
<tr>
<td>B</td>
<td>yes</td>
<td>good</td>
<td>(regular grade)</td>
</tr>
<tr>
<td>C</td>
<td>yes</td>
<td>satisfactory</td>
<td>(regular grade)</td>
</tr>
<tr>
<td>D</td>
<td>yes</td>
<td>poor</td>
<td>(regular grade)</td>
</tr>
<tr>
<td>E</td>
<td>yes</td>
<td>failure</td>
<td>(regular grade)</td>
</tr>
<tr>
<td>S</td>
<td>no</td>
<td>superior</td>
<td>(alternative grade)</td>
</tr>
<tr>
<td>P</td>
<td>no</td>
<td>passing</td>
<td>(alternative grade)</td>
</tr>
<tr>
<td>P</td>
<td>no</td>
<td>passing</td>
<td>(pass/fail option)</td>
</tr>
<tr>
<td>F</td>
<td>no</td>
<td>failure</td>
<td>(pass/fail option)</td>
</tr>
<tr>
<td>I</td>
<td>no</td>
<td>incomplete</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>no</td>
<td>approved withdrawal from a course (drop)</td>
<td></td>
</tr>
<tr>
<td>WC</td>
<td>no</td>
<td>approved complete withdrawal from the U</td>
<td></td>
</tr>
<tr>
<td>WC</td>
<td>no</td>
<td>approved retroactive withdrawal from the U</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>no</td>
<td>audit</td>
<td></td>
</tr>
<tr>
<td>WO</td>
<td>no</td>
<td>audit, withdrawal</td>
<td></td>
</tr>
<tr>
<td>XO</td>
<td>no</td>
<td>audit, administrative withdrawal</td>
<td></td>
</tr>
<tr>
<td>CR</td>
<td>no</td>
<td>credit for Special Exam for Credit and the final term of 930 courses</td>
<td></td>
</tr>
<tr>
<td>(Blank)</td>
<td>no</td>
<td>no grade submitted by instructor</td>
<td></td>
</tr>
</tbody>
</table>
University grade appeal policy

The basis for filing a grade appeal in an undergraduate course is limited to fundamental fairness in treatment of the student by the instructor, as specified by a syllabus conforming to the Undergraduate Course Syllabus Policy that is supplied to students at the beginning of the semester, and in light of grading of the student by the instructor relative to other students in the same course and section. Issues that do not meet these criteria are not appropriate for an undergraduate grade appeal. Since graduate courses are not subject to a course syllabus policy, grades given in graduate courses may be appealed on the basis of fundamental fairness.

A graduate or undergraduate student may appeal a grade by using the following procedures. Where mentioned, the words “college,” “dean” and “department head” refer to the department or college in which the course being appealed is offered. All timelines refer to the first regular (16-week) semester after the semester or summer term in which the grade was awarded. A week consists of five business days or seven calendar days. Grade appeals are not processed during the summer sessions unless the dean determines a case warrants immediate review.

The grade appeal deadlines and steps to follow are outlined at https://sbs.arizona.edu/academic-policies/grade-appeal

Withdrawal grades

Students may drop and/or add courses by following instructions and adhering to deadlines set by the Registrar each semester. Change of Schedule (drop/add) forms are available in departments and can also be printed in PDF format on the Office of the Registrar’s website. To see when a Change of Schedule form is required, see Dates and Deadlines.

As of the first day of classes and through the last day of registration for credit, as stated in the Academic Calendar, a student may not add a course with a Change of Schedule form without the permission and the signature of the course instructor.

For further details plus information about medical withdrawals and retroactive withdrawals, go to https://registrar.arizona.edu/grades/withdrawal-grades
Changing final grades

Removal of incomplete
When all coursework has been completed, the instructor will change the final grade from I to the grade earned through UAccess Instructor Center. The grade change must be completed by the instructor within a year or the grade will automatically be changed from I to E/F.

University general petition:
Students may petition the University General Petition Committee for exceptions to academic rules, regulations and policies. Additional information regarding the petition process can be found on the University General Petitions site. See also the Petitions policy in the General Catalog.

Grade appeal policy
A student who believes that a grade has been unfairly awarded may appeal that grade, as indicated early in this section of the manual. See also the Grade Appeal policy in the General Catalog.

Grade miscalculation correction:
A miscalculation happens only when there has been an error in the computation of the grade. The grade change must be approved by the instructor’s department head. The instructor requests the grade change through UAccess Instructor Center.

Grades cannot be changed to W–withdrawn.

Reporting of final grades

Official Grade Rosters should never be given to students, for any reason, nor should they ever be sent through campus mail or email.

All courses offered for credit shall include either a final examination given at the regularly scheduled final examination time or a summative assessment (e.g., portfolios, essays, project reports). Once the examination schedule is printed, no changes are permitted. All forms of examination (quizzes, take-home tests, etc.) are prohibited on any scheduled class or reading day during the calendar week in which regularly scheduled final exams begin.

Official grade rosters must be posted in the UAccess Instructor Center not later than 48 hours after the final examination is held.

“Blank” grades: If grades for an entire class are not received by the final grading deadline, or if there are no final grades indicated on the official grade roster, the grades for all students in the class will be left blank.

Undergraduate Grade Replacement Opportunity (GRO)
Grade Replacement Opportunity (GRO) offers students the ability to replace grades of C, D and E by repeating the course. Only the grade from the repeat attempt will be used to calculate the grade point average. For details, see the undergraduate GRO policy in the catalog.

**GRO request**
GRO requests may now be submitted through UAccess Student during filing periods. A GRO tab has been added to UAccess Student Center for undergraduate students only. Students who wish to file a GRO will access this tab to submit a GRO request during the GRO filing period for each eligible course. The process is the same for both Regular Dated Classes and Dynamically Dated Classes. Please see GRO Filing Deadlines.

**Steps for filing GRO requests**
1. Register for the repeated course.
2. Access the GRO tab in UAccess Student.
3. Read and accept the GRO Policy terms.
4. Complete the GRO request.
Minimizing the opportunity to cheat on exams

Some students cheat. Instructors owe it to the others to control the conditions under which exams are given. Here are a few tips:

- Tell students to make bathroom stops before the quiz begins. No one is to leave the room once it starts.
- Remind them about academic integrity and the penalty for cheating (at least a failing grade for the exam, if not for the course).
- Spread students as far apart as possible. Keep an empty seat between them if the room allows.
- Keep backpacks at the back of the room, well away from their owners. Students should have no phones, electronic devices, notebooks or any other tools than those they need to complete answers on the test. (An open-book test clearly is an exception.) Watches should go in their pockets.
- Eliminate extraneous clothing. No ball caps, no jackets or sweaters. Warn students to keep their hands out of pockets and away from other hiding places like socks.
- Don’t let your attention wander during the exam. Keep your eyes on the test takers. Walk the aisles. Watch them from the front and the back of the room.
- Follow up your vigilance with action. If you see students cheating, be sure they are held accountable. The other students will be watching.
Guidelines for individual study courses

The umbrella title of “individual studies” incorporates independent study, practicum, directed research, practica and preceptorship courses. One set of policies and procedures applies to most courses for greater clarity and consistency.

Conduct of independent study projects
The purpose of independent study is to give students an opportunity to explore a journalistic subject in considerable depth by working independently outside of the classroom, under faculty supervision. A project can take many forms—research paper, photo essay, broadcast documentary, online report or assistance with an instructor’s research. Independent study is supervised only by full-time faculty members.

An independent study is expected to be a rigorous experience. Significant research is necessary for most projects. The work should meet the highest academic and journalistic standards. To earn three units of credit, for example, students should expect to spend a total of 135 hours of effort or nine hours a week (figuring 45 hours per credit).

Here is a typical regimen that might be expected. Over the course of the semester, the student does the following:

• Proposes a project to a faculty member who has agreed to supervise the study.
• Researches the subject and refines the proposal. Work may include memos, updates, literature searches, outlines and drafts, to be determined by the student and the faculty supervisor.
• Meets regularly with the instructor to review progress toward completing the project, amending the work plan as needed.
• Completes the final version of the project.

Independent study does not substitute for a required journalism course. It counts as upper-division elective credit. It is not to be confused with an internship, which is an opportunity to work outside the school in a professional environment under the supervision of a trained communicator. Nor should independent study be considered a simple “schedule fixer” for students who need extra hours to graduate.

Because of the time required to supervise a project properly, it is recommended that faculty members limit the number of independent studies they supervise at any one time.

Types of independent study courses available

• **JOUR 399.** The 399 number indicates a lower level of academic rigor than 499. It earns 1 to 6 units of credit (more than 3 is rare). Can be repeated. S, P, F grading. The hours count toward the 120 needed for graduation.
• **JOUR 499.** 1 to 3 units. S, P, F grading.
• **JOUR 399H and 499H.** (Honors students only). 3 units. Regular (A, B, C, D, E) grading.
• **JOUR 392 and 492.** These directed research courses are for small groups performing research under the guidance of an instructor. 1-6 units of elective credit. Can be regular or S, P, F grading.

• **JOUR 394 and 494.** These practica provide an opportunity for individuals and small groups to do fieldwork under the guidance of an instructor. 1-3 units of elective credit. S, P, F grading. Repeatable for up to a total of 6 units of credit.

**Grading**

The basis for arriving at a final grade will vary with nearly every project. Instructors will use the independent study form to outline how each component of the project (preliminary work, research, writing, etc.) will be graded and how each will influence the final grade. Here is the standard for final grades that is used in many journalism classes:

- **A/S** Superior in all or nearly all areas, Requires little or no editing. Publishable (print, broadcast, online).
- **B/P** Professional quality/Publishable. Overall, sound work, but editing/revision required before publication. Generally readable/usable and interesting.
- **C** Competent but not ready for publication. Generally acceptable work, but may need more sources or reworking.
- **D** Substandard. Demonstrates effort by the student, but fails to meet competency standards because of mechanical errors, lack of clarity or lack of content.
- **E/F** Fails to meet minimum expectations in most or all areas.

**Independent study form**

After downloading the independent study form at [https://www.registrar.arizona.edu/online-forms-available-from-office-of-the-registrar](https://www.registrar.arizona.edu/online-forms-available-from-office-of-the-registrar), it must be filled out and signed by the student, the faculty supervisor for the project, the student’s journalism adviser and, if applicable, the adviser in the student’s other major. The advisers will monitor the number of previous independent studies, if any. They will keep copies of this form in the student’s file.

Students should fill out the form, find a project supervisor and register for the independent study, ideally by the end of the semester before to the semester in which the research will be performed. Projects can be started at the beginning of the same semester, as well. Under no circumstances will an independent study be approved after the deadline for adding courses, which is the end of the third week of the semester.
Disruptive and threatening student behavior
Dean of Students Office

Dean of Students Office 621-7057
Counseling and Psychological Services (CAPS) 621-6490
Police (non-emergency) 621-8273
Police (emergency) 9-1-1

Disruptive behavior is conduct that materially and substantially interferes with or obstructs the teaching or learning process in the context of a classroom or educational setting.

Disruptive behavior IS

- the student in your class who is persistently tardy or leaves early.
- the student who talks incessantly while you are delivering a lecture.
- the student who loudly and frequently interrupts the flow of class with questions or interjections.
- the student who becomes belligerent when you confront his or her inappropriate behavior in class.
- cell phones ringing in a classroom, text messaging, chatting online.
- persistent and unreasonable demands for time and attention both in and out of the classroom.

Disruptive behavior is NOT

- cultural differences.
- appropriate demonstrations of disagreements or differences of opinion.
- a clash of values or beliefs.
- needing extra time or attention based on reasonable accommodation.

Preventing disruptive behavior

- Set clear expectations about classroom behavior and include these expectations in the syllabus.
- Review these expectations in class and develop agreements as a class during the first session.
- Talk to students or speak with students in private and immediately upon first disruptive incident.
- Model professional behavior. Respond to inappropriate remarks in a professional and mature manner. Put-downs or witty comebacks can potentially escalate a situation.

Appropriate referrals for disruptive students and students in crisis

- Emotional issues/anger management: Please refer to CAPS, 621-6490.
- If a student has threatened you or someone else: Call police immediately (9-1-1).
- If you are concerned about a student and are not sure what the appropriate resource is, notify the Dean of Students Office: 621-7057.
Disciplinary procedures for significant disruptions

Before a student can be involuntarily removed for more than one class period or involuntarily withdrawn from a class or from the university for disruptive behavior, the following procedures must be followed. For serious disruptions, the instructor may start at Step 2 or Step 3 as appropriate.

**Step 1.** The instructor of record for the course should communicate with the student as soon as possible after the first incident of disruptive behavior to identify the behavior, review the classroom rules and this policy, and instruct the student on the behavior that is required in the future.

**Step 2.** If the disruptive behavior continues, as soon as practical the instructor should provide a written warning to the student identifying the prohibited behavior that occurred, the rules that were violated and the behavior that is required in the future. The warning should also include notice that any subsequent violation of the classroom rules or this policy will result in the instructor filing a Student Code of Conduct Complaint with the Dean of Students Office for failure to comply with this policy, the directions of a university official and/or interfering with classroom-related activities (see ABOR Policy 5-308). The Dean of Students Office and the instructor’s director or dean must also be copied on the warning.

**Step 3.** If the disruptive behavior is serious or continues after a written warning, the instructor must document the disruptive behavior in writing and file a Student Code of Conduct Complaint with the Dean of Students Office. The complaint should also include a copy of any written warning provided to the student, as well as any documentation related to prior incidents and the names of any witnesses. The instructor must notify his/her director or dean of the matter as well. The Dean of Students Office will investigate the complaint in accordance with the Student Disciplinary Procedures (ABOR Policy 5-401 et seq.). The Student Disciplinary Procedures shall govern all proceedings involving such complaints. Sanctions, if necessary, will be imposed in accordance with the Student Code of Conduct.
**Threatening behavior** is any statement, communication, conduct or gesture, including those in written form, directed toward any member of the university community that causes a reasonable apprehension of physical harm to a person or property. Disruptive behavior is detrimental to the academic community because it interferes with the learning process, inhibits the ability of instructors to teach effectively, diverts university energy and resources away from the educational mission and may indicate a significant level of personal problems or distress on the part of the disrupter.

**WHENEVER THERE IS A THREAT TO THE SAFETY OF ANY PERSON, YOU SHOULD ALWAYS CONTACT THE POLICE IMMEDIATELY!**

Each of us responds differently to the behaviors of others. Encounters with students that leave you frightened and in fear for your personal safety should be taken very seriously. Direct or implied threats of violence, challenges to fight, shoving, physical attacks, stalking, threatening phone calls, emails or other correspondence, acts of harassment and similar behaviors should be immediately discussed with your director, the University of Arizona police and the Dean of Students Office. If the threat is immediate, dial **9-1-1** for immediate police response. It is required that you notify the **Dean of Students Office (621-7057)** whenever the police have been requested to intervene. In instances where the reported conduct constitutes a violation of the Student Code of Conduct, the Dean of Students Office can also assist you in filing a code of conduct complaint form.

**Direct threats from students should not be tolerated**

“You are going to be sorry you did that!”
“I know where you live”
“Just wait. I'll get you!”

**What do I do? Procedures for mandatory reporting**

If threatened by any student’s conduct to the point of reasonable fear of immediate physical harm to self, others or property:

1. Leave the area immediately
2. Call the police by dialing **9-1-1** to request that an officer come to the location. Inform the police if it is a repeat occurrence.
3. Anyone who observes what appears to be threatening behavior must report it to the Dean of Students Office and in the appropriate case, file a Student Code of Conduct Complaint.
4. University employees who observe what appears to be threatening behavior must also report it to their director, who should report it to his/her dean.

**NOTE: Threatening behavior requires mandatory reporting to the police, the Dean of Students Office and the director or dean.**
Collaboration policy

The journalism school’s policy on collaboration was triggered in part by a survey reported by the Dean of Students Office. It said that 83 percent of college students do not think collaboration outside of prescribed group activities could involve serious cheating. About one student out of four doesn’t think such unauthorized collaboration is cheating at all. The faculty feels strongly that it most definitely is cheating.

Many courses in the journalism school require students to work together on team projects, peer reviewing and other types of group activities. This policy does not apply to any of those collaborative efforts. In fact, failure to collaborate fully will be considered a violation of the Code of Academic Integrity. Students will be penalized if their actions or inactions cause other students in a project or activity to miss deadlines.

What this collaboration policy is intended to reinforce is the principle that most assignments require individual attention and effort to be of any benefit. Unless otherwise stated by the instructor, all work is expected to be that of each student alone, without consultation with others. The school does not allow unauthorized collaboration with other students or using their words or ideas. That constitutes theft of intellectual property, or plagiarism, and will be treated as a violation of the Code of Academic Integrity.

Actions that are not permitted on individual assignments
Some examples of inappropriate behavior follow. A careful reading of this list will show that any collaboration that is intended to give one student an unfair advantage over others is not allowed.

- Asking another student for—or granting that student—access to research, working notes, drafts or completed work prepared for an assignment, even if the request is not granted.
- Giving another student access to your own work.
- Obtaining notes, drafts or completed work without the author's permission.
- Unauthorized collaborating or consulting during lectures or labs.
- Collaborating or sharing information during a quiz or exam.
- Taking an exam for another student or asking someone to do so.

Actions expressly permitted on individual assignments
A key test of permissible collaboration is whether the activity is uniformly available to all students in a class.

- Cooperative associations or study groups are permitted for the purpose of
  - Reviewing lecture materials
  - Sharing and correcting lecture notes
  - Discussing readings
  - Studying for exams
- Group discussions, team projects, peer reviews or any other group projects that are assigned by the instructor.
- Sharing papers or quizzes after the due date for all students.
• Using any and all library materials, including journal papers, books and other scholarly materials in the public domain, at any time before the due date of the assignment.

**Potential sanctions for inappropriate collaboration, which is an academic integrity violation**

• A written warning
• Loss of credit for the work involved
• Reduction in grade for the course
• Failing grade for the course.
Nondiscrimination and anti-harassment policy

The University of Arizona is committed to creating and maintaining an environment free of discrimination. In support of this commitment, the university prohibits discrimination, including harassment and retaliation, based on a protected classification, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, gender identity or genetic information. The university encourages anyone who believes he or she has been the subject of discrimination to report the matter immediately as described in the section below, “Reporting discrimination, harassment or retaliation.” All members of the university community are responsible for participating in creating a campus environment free from all forms of prohibited discrimination and for cooperating with university officials who investigate allegations of policy violations.

University obligations
The university will take prompt and appropriate action to (a) thoroughly investigate complaints of discrimination described in this policy and (b) prevent, correct and, if necessary, discipline individuals who engage in behavior that violates this policy in accordance with existing university policies.

Applicability and enforcement of policy
This policy applies to
- All university employees in all aspects of their employment relationship with the university.
- All university students in all aspects of their participation in the university’s educational programs and activities.
- All university applicants, whether for employment or for admission to educational or university-sponsored programs, activities or facilities.
- All persons or groups participating in or accessing university-sponsored programs, activities, or facilities.
- All vendors or contractors in all aspects of their relationship with the university.

Enforcement of this policy is subject to constitutional protections related to freedom of speech, association and the press.

Prohibited discrimination, including harassment and retaliation
“Discrimination” occurs when an individual or group of individuals is treated adversely because they belong to a classification of individuals that is protected from discrimination by a federal or state statute or university policy as set forth above. The failure to provide reasonable accommodations required by law or university policy based on disability or religious practice may constitute discrimination.

Harassment
“Harassment” is a specific form of discrimination. It is unwelcome behavior, based on a protected classification, that a reasonable person would perceive to be sufficiently severe or pervasive to create an intimidating, hostile or offensive environment for academic pursuits, employment or participation in university-sponsored activities.
Additionally, “sexual harassment,” whether between individuals of the same or different sex, includes unwelcome conduct of a sexual nature that is made, either explicitly or implicitly, a condition of an individual’s education, employment or participation in a university program or activity and/or when the submission to or rejection of such conduct is a factor in decisions affecting that individual’s education, employment or participation in university-sponsored activities.

Harassing conduct may take many forms, including verbal acts and name calling, as well as nonverbal behavior, such as graphic, electronic and written statements or conduct that is physically offensive, harmful or threatening.

Retaliation
“Retaliation” occurs when an adverse action is taken against an individual for engaging in protected activity. Protected activity consists of (a) opposing conduct reasonably believed to constitute discrimination, including harassment, which violates a nondiscrimination statute or which university policy prohibits; (b) filing a complaint about such practice; or (c) testifying, assisting or participating in any manner in an investigation or other proceeding related to a discrimination complaint. Adverse actions that are reasonably likely to deter a complaining individual or others from engaging in protected activity are prohibited.

Supervisory responsibilities to prevent and report discrimination, harassment and retaliation

Employees or agents of the university who (a) supervise other employees, graduate or undergraduate students, contractors or agents; (b) teach or advise students or groups or (c) have management authority related to a university-sponsored program or activity are required to

• engage in appropriate measures to prevent violations of this policy, and
• upon receiving a report or having a reasonable basis to suspect that potential discrimination, harassment or retaliation has occurred or is occurring, promptly notify and provide all available information and documentation either to the Dean of Students Office if the alleged policy violator is a student or to the Office of Institutional Equity for all other matters.

The Dean of Students Office will promptly notify the Office of Institutional Equity of all reports of potential discrimination, harassment or retaliation that it receives.
Reporting discrimination, harassment or retaliation

Reporting complaints to university offices
An individual who believes that he or she has been subjected to discrimination, harassment or retaliation in violation of this policy should report the matter immediately as set forth below to obtain information about resolving concerns, including complaint-filing options and procedures, and to enable the university to take prompt remedial action. If the alleged policy violator is a university student, the individual who has been the subject of discrimination, harassment or retaliation in violation of this policy should contact the Dean of Students; (520) 621-7057; dos-deanofstudents@email.arizona.edu

For all other instances, the recipient of the alleged conduct should contact the Assistant Vice President for Equity Compliance, Office of Institutional Equity; (520) 621-9449; equity@email.arizona.edu

If the alleged policy violator is employed by the Dean of Students Office or the Office of Institutional Equity, then the individual who has been the subject of discrimination, harassment or retaliation in violation of this policy may contact the Vice President of Equity, Inclusion.

Good faith allegations
Because of the nature of discrimination, harassment or retaliation complaints, allegations often cannot be substantiated by direct evidence other than the complaining individual’s own statement. Lack of corroborating evidence should not discourage individuals from seeking relief under this policy. No adverse action will be taken against an individual who makes a good faith allegation of discrimination, harassment or retaliation under this policy, even if an investigation fails to substantiate the allegation. However, individuals who make dishonest statements or make statements with willful disregard for the truth during an investigation or enforcement procedure under this policy may be subject to disciplinary action in accordance with existing university policies.

Anonymous inquiries and complaints
Members of the university community may contact the Office of Institutional Equity or the Dean of Students Office at any time to ask questions about discrimination, harassment, retaliation or complaint-filing procedures and may provide information without disclosing their names. This provision does not relieve managers, supervisors, instructors or advisors of their responsibility to promptly report under this policy.

Reporting complaints to outside agencies
University employees and students have the right to file discrimination, harassment and/or retaliation complaints with outside agencies as well as with the university’s Office of Institutional Equity or the Dean of Students Office. If an individual files a complaint with an external agency, the filing will not affect the university’s investigation concerning the same or similar events.

Consequences of policy violations
Members of the university community who violate this policy will be subject to disciplinary action that could include reprimand, demotion, denial of promotion, termination from employment or from educational programs, or other appropriate administrative action.

**Affiliated entities**

University employees or students who work or study at a worksite or program of an institution with which the university has entered into an Affiliation Agreement (Affiliate) are subject to this policy while at such worksite or participating in such program. Similarly, Affiliates are obligated under agreements with the university to comply with all applicable state and federal statutes and regulations regarding equal employment opportunity and nondiscrimination. If a university employee or student believes that he or she has been subjected to discrimination, harassment or retaliation while working at or participating in a program of an Affiliate in violation of this policy, he or she should contact the Office of Institutional Equity or the Dean of Students Office in accordance with the reporting provisions of this policy.

**Confidentiality**

Employees of the Office of Institutional Equity, employees of the Dean of Students Office and all responsible administrators who receive reports of discrimination, harassment or retaliation shall maintain the confidentiality of the information they receive, except where disclosure is required by law or is necessary to facilitate legitimate university processes, including the investigation and resolution of discrimination, harassment or retaliation allegations.
Conflicts of interest in personal relationships

The university has an interest in ensuring that academic, employment and business matters are decided on objective bases. A variety of personal and romantic relationships may exist among employees, university agents, students and third parties. This policy is intended to direct employees to disclose personal relationships that have created or may create conflicts of interest and to give the university an opportunity to manage and reconcile any such conflicts, if possible.

Employees who violate this policy may be subject to disciplinary action, including discharge or termination of a contract. However, this policy is designed to encourage employees to disclose personal relationships that may lead to conflicts of interest.

Relationships that are subject to this policy

- **Supervisory relationships with students.** Conflicts of interest arise when an employee is involved in a sexual or romantic relationship, in the past or present, with a student who is enrolled in that employee’s course, or whom the employee supervises, or over whom the employee exercises administrative or disciplinary authority.

- **Non-supervisory relationships with students.** Relationships with students are not prohibited, per se, when the employee is not teaching or supervising the student. Conflicts can occur, however, when an employee and student are in the same unit or allied unit.

- **Non-romantic relationships with students.** Employees, whether faculty or staff, who teach or supervise students may not ask those students to provide personal service, whether paid or non-paid.

- **Relationships with employees.** No university employee shall engage in a romantic or sexual relationship with another employee whom s/he supervises or evaluates. No employee may supervise another employee or student if they live together.

What to do if a conflict arises

An employee who has a relationship with students or other employees that meets the above criteria must disclose the conflict of interest to his/her supervisor. This disclosure must include a written plan to eliminate the conflict to the supervisor’s satisfaction. The plan may include the following:

- Altering supervisory or reporting lines.
- Moving a student to another section of the same class.
- Appointing a different individual to serve on a thesis or evaluative committee.
- Moving a supervisor to another position.
- Establishing alternative means of evaluation of academic or work performance.
For further information, go to https://policy.arizona.edu/ethics-and-conduct/management-personal-conflicts-interest-university-arizona
OVERVIEW

1 Updated October 2011 by merging the previous “University of Arizona School of Journalism Policies” document with the “School of Journalism Policies for Promotion to Associate Professor of Practice or Professor of Practice” document. Updated January 2017 with equivalent-experience criteria for hiring of professors and adjuncts. Updated September 2017 to change “non-tenure track” title to “career track,” as per the university’s title change.
The following policies provide the guidelines for hiring and promotion for faculty within the School of Journalism, including tenure-track faculty and professors of practice.

**Hiring**

**Adjunct Instructors**
A part-time position, typically a working professional teaching one class per semester. Candidates shall be active in their field professionally with a superior reputation among peers, and have sufficient skills pertaining to the classes they teach.

**Assistant Professor (and higher)**
Substantial professional journalism experience is a preferred qualification for tenure-track professor and required of professors of practice, with an unquestioned reputation for excellence in journalism and a dedication to the goals of the school. Every new faculty member on this level should be a potential director of the school. Every member of the faculty can seek candidates, and is encouraged to do so. Candidates are considered by the faculty acting as a committee of the whole.

**Equivalent Experience**
As per Higher Learning Commission guidelines, professors and adjunct instructors shall have achieved a degree of at least one level above that in which they are teaching (e.g., a master’s degree if they are teaching undergraduate students). Faculty teaching general education courses or non-skills courses should hold a master’s degree or higher in the discipline or subfield. Faculty teaching graduate students should hold the terminal degree for the discipline, such as a J.D. or Ph.D. However, as per the Higher Learning Commission, tested real-world experience can substitute for academic degrees. Professors of practice, in particular, are hired just for that – their rich experience in the practice of journalism that enable them to teach the practice of journalism, regardless of degree obtained. A number of criteria are to be considered in substituting experience for degrees, including years of professional media experience, the nature and prestige of the work (e.g., Pulitzer prize, post at a major news organization), and specialized high-demand skills essential to the school (e.g., multimedia, videography). Hiring decisions also account for matching equivalent experience with the learning outcomes of courses. For example, a seasoned war correspondent with no graduate degree but 50 years of experience in international journalism would be considered highly qualified to teach a class on foreign reporting to master’s or even doctoral students. Similarly, someone with few years of professional experience and no advanced degree, but with specialized high-demand skills, such as computational journalism or multimedia design, also could be considered qualified to teach those skills to graduate students.

**Director**
The director is under contract in his or her administrative capacity. Traditionally, the director has been chosen by the faculty and recommended to the dean of the College of Social and Behavioral Sciences.
The normal term of the director is five years, renewable upon faculty and administration ratification. After each five-year period, a comprehensive review of school administration is conducted by an ad hoc committee consisting of three members elected by the faculty and two members designated by the dean of the College of Social and Behavioral Sciences. A review also may be initiated at any time upon request of one-third of the school faculty, or at the discretion of the dean. In each case, the review committee reports its findings and recommendations to the dean and the faculty of the school.

The director chooses such committee chairs, coordinators and assistants as he or she may deem advisable. The director prepares and administers the budget, as well as preparing the schedule and designating teaching assignments.

The director is responsible for the overall operation of the school, for the quality of its performance, and for its internal harmony and development. All administrative and educational policies of the director remain subject to review by the faculty. The ideas, goals, undertakings and achievements of the director should be a matter of personal satisfaction to each member, and publicly attributable not to an individual, but to the school.

GUIDELINES FOR FACULTY PROMOTION AND TENURE

Overall
The following four criteria apply to all faculty seeking promotion and tenure, whether tenure-track or professors of practice:

1. Success as a Teacher
This is the most important factor, judged on diligence, ability, enthusiasm and the evaluations of students. A strong reputation for mentoring and general availability of faculty always has been a hallmark of this school. Every faculty member should contribute new ideas to the periodic re-evaluations of teaching methods.

2. Research and Publication
Publication is expected of a professional journalist and should be second nature. This can take two forms: Publication in the area of professional journalism as well as that type of publication involving research and criticism contributing in a practical manner to the understanding of the field. Every faculty member should be an active scholar in his or her specialty and achieve a national reputation among journalism peers.

3. Contributions to the School, the University and the Community
This involves initiative and imagination in developing new programs and participation in ongoing programs that serve the student, the school, the university, the profession and the community.
4. **Excellence in Practice and Reputation**
   
   An indication that the faculty member can practice what he or she teaches, and has continued to enlarge the reputation that was brought to the university.

   In the employment and promotion of journalism faculty members, there is one primary consideration: Is this person considered superlative on a national scale by his or her peers? Peers, in this case, mean both those engaged in the active practice of journalism and those persons in journalism education whose philosophy parallels our school philosophy. The school must have only those teachers with the capacity to command continuing respect from the news media.

   Evidence of professional growth and development includes:
   
   1. Consistent high evaluations of teaching performance.
   2. Research, such as the following:
      a. Writing for scholarly journals.
      b. Writing substantive articles of merit for professional journals.
   3. Service activities, including the following:
      a. Periodically returning to the professional field as a consultant, editor or newsperson.
      b. Conducting or being otherwise involved as a leader in seminars, workshops and short courses for professionals.
      c. Appearing on convention programs or otherwise working in a substantive, leadership capacity with professional or academic groups.
      d. Participation in professional or academic organizations in a position of leadership and prominence.
   4. It is not expected that each faculty member will excel in the same manner or in every direction. The *quality* of the activities shall be considered of greater importance than the quantity.

**PROMOTION PROCEDURE**

University policies are set out in Chapter 3 of the University Handbook for Appointed Personnel. On a school level, the tenured members of the faculty, acting as a committee, recommend candidates. The director acts as a separate reviewer. The recommendations of the committee and the director are forwarded to the dean of the College of Social and Behavioral Sciences, and the college promotion and tenure committee.

The college committee and dean may uphold or reject the recommendations from the school committee and director. The entire dossier is then submitted to the university promotion and tenure committee, which serves in an advisory capacity to the provost and the president.
The school sets its own standards for promotion and tenure, and these have been discussed. The university committee on promotion and tenure is expected to follow these standards, or inform the school that its standards do not meet university requirements.

Since the university promotion and tenure committee is insulated from outside appeal while considering recommendations, it is important that proper documentation be submitted. This, in large measure, is up to the individual faculty member. It might be of value for the person seeking promotion to ask those in the school who have been promoted previously for approval to review the materials they submitted.

**PROFESSORS OF PRACTICE**

The following are policies developed specifically by the School of Journalism regarding promotion to the ranks of associate professor of practice and professor of practice. These are career-track faculty positions.

These policies initially were written by the School of Journalism Faculty Affairs Committee, which developed them after consulting similar policies utilized by the University of Arizona College of Medicine, and requesting and reviewing policies from the school’s realistic and aspirational peers. The initial draft of these policies was reviewed by all faculty members, including the school director. Their suggestions were incorporated into a final draft. The faculty then voted unanimously by secret ballot to send these proposed policies to the Dean’s Office for approval.

**Promotion to the Rank of Associate Professor of Practice**

Promotion to the rank of associate professor of practice indicates that the individual makes teaching contributions at a more advanced level than those required of an assistant professor of practice. The individual must be able to demonstrate that she or he is recognized at the regional or national level for her or his expertise as a journalism educator, professional journalist, or expert consultant. Evidence may include, but is not limited to, any of the following:

- Ability to develop new instructional techniques and methods, and to revise and improve course materials.
- Presentations at professional meetings, workshops, or conferences at the local, state, or higher levels.
- Participation in events or programs related to teaching or the profession.
- Leadership in advising student organizations such as campus chapters of the Society of Professional Journalists or the National Association of Hispanic Journalists.
- Leadership in professional mentoring activities for students.
- Production of high-quality creative, scholarly, or professional work.
- Teaching, research, or professional grant activity.
The individual who wishes to be promoted to this rank must show evidence of significant contributions to the teaching mission of the school. Teaching contributions will be considered as major factors supporting promotion to this level. Evidence of such contributions may include, but is not limited to, teaching evaluation scores, awards, or other special recognition. An assistant professor of practice is eligible for promotion to the rank of associate professor of practice when the candidate can demonstrate that she or he meets the criteria for the rank of associate professor. A dossier for promotion usually is submitted during a candidate’s sixth year in rank as an assistant professor of practice. However, exceptions can be made based on professional accomplishments.

The promotion process begins with the candidate preparing a dossier that follows as closely as possible the format for a dossier for promotion and tenure. The dossier is submitted first to the school committee. The committee will comprise three tenured or professor of practice faculty members at the rank of associate professor or professor. Two members of the committee will be elected by secret ballot by the faculty, and the third will be appointed by the school director. The committee may be interdisciplinary, depending on the nature of the work by the candidate.

The committee will review the promotion dossier and will deliver a recommendation to the school director. The head then will review the dossier and make a recommendation to the Dean of the College of Social and Behavioral Sciences (or the Dean’s designee), who will make a final determination about promotion.

**Promotion to the rank of professor of practice**

Promotion to the rank of professor of practice signifies that the individual is recognized as a national or international figure in her or his field. The individual also must show evidence that she or he has made major contributions to the educational mission, professional reputation, and/or leadership of the school. Evidence of such contributions may include, but is not limited to, any of the following:

- Assumption of a leadership role related to the school’s instructional mission.
- Creation of innovative approaches to teaching or professional practice. This may include creation of new courses or methodologies, or the revision of existing course content and materials.
- Leadership in curriculum development.
- Leadership in mentoring junior faculty and adjunct faculty.
- Leadership in special academic programs such as the Honors program, international study programs, or other interdisciplinary programs.
- Leadership in major regional or national journalism organizations.
- Presentations at regional, national, or international professional meetings, workshops, or conferences.
- Organization of significant events or programs related to teaching or the profession, such as a regional or national conference.
- Production of high-quality creative, scholarly, or professional work.
• Teaching, research, or professional grant activity.

The individual who wishes to be promoted to this rank must show evidence of teaching contributions that are of the highest quality. Evidence of such contributions may include, but is not limited to, teaching evaluation scores, awards, or other special recognition.

An associate professor of practice is eligible for promotion to the rank of professor of practice when the candidate can demonstrate that she or he meets the criteria for the rank of professor. A dossier for promotion usually is submitted during a candidate’s sixth year in rank as an associate professor of practice. However, exceptions can be made based on professional accomplishments.

The promotion process begins with the candidate preparing a dossier that follows as closely as possible the format for a dossier for promotion and tenure. The dossier is submitted first to the school committee. The committee will comprise three tenured or professor of practice faculty members at the rank of professor. Two members of the committee will be elected by secret ballot by the faculty, and the third will be appointed by the school director. The committee may be interdisciplinary, depending on the nature of the work by the candidate.

The committee will review the promotion dossier and will deliver a recommendation to the school director. The head then will review the dossier and make a recommendation to the Dean of the College of Social and Behavioral Sciences (or the Dean’s designee), who will make a final determination about promotion.
Information for newly hired permanent and adjunct faculty

Welcome to the School of Journalism! We are very pleased that you have decided to join us! As you begin your teaching position in the school, there are a few things that you should know. If you have any questions, please feel free to contact the office staff at any time for clarification.

Newly hired faculty
There are two things that will make your life much easier if you can get them taken care of as soon as possible after your start date:
1. Obtain CatCard.
2. Have keys issued to you.

You will need to have a university CatCard in your possession before you will be able to get your keys. Below is more detailed information on obtaining the UA CatCard and keys.

CatCard: You will need a CatCard to do almost anything on campus because it serves as your university identification. Also, you will need the card to access the entrance of the building and elevators during non-business hours and for some of the classrooms in the school. To get your card, go to the CatCard office, which is located in the northwest area, ground level of the Student Union. You will not be able to get your CatCard until you are an active employee and are in the university’s payroll system. Please make sure you check with the administrative assistant about your status in the system BEFORE you go to the CatCard office to save a trip. After the administrative assistant or Marshall Business Center has verified that you are in the system, you can obtain your CatCard.

Keys: Upon starting your position with the school, you will receive a set of keys for the school mailroom, the copy room, your office and the classroom(s) where you will be teaching. You may pick up the keys from the Key Desk yourself or have the administrative assistant pick them up for you. If you pick up your keys, please take the following with you:

- Your CatCard
- Key Authorization Form (which administrative assistant will provide)

When you come to pick up the key form, bring your CatCard so the number can be listed on the form. Also, the administrative assistant will instruct you how to find the Key Desk if you do not already know its location.
Returning faculty
Please let the office staff know if you have had any change of status since the previous semester, such as a change of home address, phone number or private email address. They will ensure that the proper university offices are notified so your most current information is on record.

Administrative paperwork
Those of you who haven’t signed and returned your Notice of Reappointment or haven’t reviewed your Personnel Action Form, please do so as soon as possible. If you have any questions, contact the Marshall Business Center.

Expense monitoring
Because the school operates on such a tight budget, all expenses are monitored very closely. If you are in a situation that requires you to use a vendor, such as Office Max, consider having one of the staff place the order for you. If you prefer to do it yourself, please contact the Marshall Business Center to verify the following:
  • which vendors are contracted with the UA
  • what account number you should use for the charges
  • what to do with the receipt the vendor gives you.

The school has a high-speed copier, so there should be no need to use copy businesses for routine copy work. Also, it may be beneficial to consider taking advantage of the main library’s electronic reserve process for class reading assignments. This would save the school the expense of making multiple copies of a class-handout that could be placed on electronic reserve instead. Electronic reserve also provides students greater flexibility in accessing assigned readings.

If you have any other expense-related (e.g., reimbursement, approved UA expenditures) or human resource-related questions (e.g., payroll, change of status), please feel free to contact the Marshall Business Center.
Teaching portfolio

In order to be evaluated, we need to have full and correct information about the goals, content and range of your instructional activities. It is important that you maintain a dossier of materials related to your teaching activities that you can submit when evidence of teaching is required. The important components of a teaching dossier or portfolio include the following items:

- Course material, such as syllabi and examinations
- Discussions of course goals and methods, plus any evaluations you have made of how well these goals have been met
- Information on the development of new courses or curricula
- Academic advising activities, work with individual students, undergraduate honors and other individual studies, and supervision of graduate students, theses and dissertation committees
- Other activities, such as guest lecturing
- Preparation of texts, instructional manuals, online materials or computer programs for use in teaching
- Papers at professional meetings on teaching and relevant committee service
- Evidence of student achievement, papers, performance on achievement tests, student self-rating, student publications, graduate and postgraduate achievements of your students
- Teaching evaluations, student ratings, awards, solicited and unsolicited letters from students, peer evaluation of classroom performance course material and non-classroom teaching activities, letters concerning guest lecturers and so forth
- Evidence of problems and measures taken, evidence of improvement, such as colleague evaluations and student ratings
Faculty/Staff Committees and Staff Responsibilities

Committees and Responsibilities 2019-20

The following are the committees we currently have in the school. Please bear in mind that the major work done by these committees is brought to the faculty for review, comment and approval. After each committee meets, the chair must send an email summary to the director and then information is disseminated to the faculty and staff.

**Assessment Committee** – Responsible for implementing the assessment plan, including coordinating the gathering of data and making recommendations for curriculum change. Produces an annual report for faculty review at a fall retreat.

*Chair:* Dave Cuillier  
*Members:* Paloma Boykin, Geoff Ellwand, Renée Schafer Horton, Susan Knight, Mike McKisson, Jeannine Relly, Nancy Sharkey, Susan Swanberg

**Diversity and Inclusion Committee** – Responsible for making recommendations to diversity and inclusion plan updates, coordinating the annual diversity report and leading diversity activities for the school.

*Chair:* Jéssica Retis  
*Members:* Paloma Boykin, Celeste González de Bustamante, Rux Guidi, Angelo Lavo, Linda Lumsden, Jeannine Relly, Susan Swanberg, Maggy Zanger

**Faculty Affairs Committee** – Responsible for recommending updates to school policies regarding annual performance review, promotion and tenure, and other faculty issues. Also oversees the annual review process and advises the director on individual reviews that require remediation or other action, as per UHAP.

*Chair:* Celeste González de Bustamante  
*Members:* Susan Knight, Jeannine Relly

**Faculty Undergraduate Curriculum Committee** – Responsible for ongoing review of undergraduate courses, sequences and content. This committee has primary responsibility for the school’s ongoing undergraduate curriculum review, including the infusion of additional multiplatform components into each class. As the review continues, the committee also will set outcomes for each undergraduate class. In addition, responsible for researching and developing online degree proposals, presenting them to faculty, and shepherding them through the system.

*Chair:* Mike McKisson (Director of Undergraduate Studies)  
*Members:* Rogelio Garcia, Renée Schafer Horton, Susan Knight, Kim Newton, Nancy Sharkey

**Global Journalism Committee** – Responsible for developing the international journalism emphasis in the school, particularly in overseeing a center that serves as an umbrella for the various initiatives. The committee also would attend to any border or travel issues, such as border safety, conferring with relevant faculty as needed.
Chair: Celeste González de Bustamante
Director of Global Initiatives: Jeannine Relly
Members: Geoff Ellwand, Rux Guidi, Kim Newton, Jeannine Relly, Jéssica Retis, Mort Rosenblum, Bill Schmidt, Maggy Zanger

Graduate Committee – Responsible for ongoing review of graduate courses, sequences and content. This committee also reviews applications from prospective students and establishing other policies relating to the graduate program.
Chair: Maggy Zanger (Director of Graduate Studies)
Members: Dave Cuillier, Celeste González de Bustamante, Linda Lumsden, Jeannine Relly, Susan Swanberg. Graduate coordinator is an ex officio member.

Grants Committee – Responsible for identifying potential grants compatible with the school, alerting relevant faculty/staff and compiling an annual report of faculty/staff research, outreach, teaching or other types of funding (internal or external).
Chair: Jeannine Relly
Members: Mike Chesnick, Debbie Cross, Andrés Dominguez, Geoff Ellwand, Susan Swanberg, Maggy Zanger

Online Task Force – Responsible for researching and developing online degree proposals, presenting them to faculty, and shepherding them through the system.
Chair: Jeannine Relly
Members: Mike McKisson, Celeste González de Bustamante, Linda Lumsden, Nancy Sharkey, Maggy Zanger

Student Affairs/Awards Committee – Responsible for issues, policies and events involving students, such as annual scholarships and student awards.
Chair: Mike McKisson
Members: Martha Castleberry, Andrés Dominguez, Geoff Ellwand, Susan Knight, Nancy Sharkey

Technology Committee – Responsible for a continual review and planning process for instructional technology. The committee will consult with all faculty, technology instruction personnel and the school director regarding current and long-term needs for computer laboratories, seminar rooms and the school’s server facility.
Chair: Kim Newton
Members: Rogelio Garcia, Mike McKisson, Nancy Sharkey

Awards and Prizes Committee – Submit nominations and write supporting letters for internal (SOJ, SBS, UA) and external awards and prizes for faculty and staff.
Chair: Geoff Ellwand

Zenger Award Nominations Committee – Seek nominees who are serious journalists fighting for freedom of the press and the public’s right to know. Factors to consider include gender, race, diversity, digital vs. print vs. broadcast, East Coast vs. West Coast vs. international, young vs. old.
Chair: Bill Schmidt
Members: Jeannine Relly, Mort Rosenblum

Coordinators and liaisons
In addition to committees, faculty and staff are assigned service duties to coordinate various activities.

**Director of Undergraduate Studies**
Mike McKisson

**Director of Graduate Studies**
Maggy Zanger

**Diversity and Inclusion Coordinator**
Jéssica Retis

**Science/Environmental Journalism Coordinator**
Carol Schwalbe

**Director of Center for Border & Global Journalism**
Celeste G. de Bustamante

**Director of Global Initiatives**
Jeannine Relly

**Club Advising Coordinator**
Rux Guidi

- **Society of Professional Journalists adviser**
  Susan Knight
- **Native American Journalists Association adviser**
  Jacelle Ramon-Sauberan
- **National Association of Hispanic Journalists**
  Jéssica Retis
- **National Association of Black Journalists adviser**
  Jeannine Relly
- **Asian American Journalists Association adviser**
  Kim Newton
- **Online News Association adviser**
  Mike McKisson
- **Sports Journalism Club adviser**
  Mike Chesnick
- **JAWS adviser [on hiatus]**
  Sarah Gassen
- **First Generation Club adviser**
  Susan Swanberg

**Community/Alum Outreach Coordinator**
Mike Chesnick

**High School Outreach Coordinator**
Cynthia Lancaster

**Finley Competition Coordinator**
Susan Knight

**Academic Integrity Coordinator**
Dave Cuillier

**Honors Coordinator**
N. Sharkey (Susan K.—fall)

**Course Scheduling Coordinator**
Debbie Cross

** Disabilities Coordinator (DRC Liaison)**
Susan Knight

**Institutional Research Board Representative**
Dave Cuillier

**Kappa Tau Alpha Adviser**
Jeannine Relly (w/Andrés)

**Liaison to MENAS and Center for CMES**
Maggy Zanger

**Liaison to Center for Latin American Studies**
Celeste G. de Bustamante

**Faculty Handbook Coordinator**
Andrés Dominguez

**Articulation Coordinators**
N. Sharkey, S. Knight

**Contest Coordinator**
Renée Schafer Horton

**Loft Film Series Coordinators**
Bill Schmidt, Nancy Sharkey

**Faculty/Adjunct Mentor**
Susan Knight

**Bolles Legislative Fellow Adviser**
Susan Knight

**Safety Officer**
Susan Swanberg
Steps to make committees more effective

The following ideas are adapted from conversations with faculty members:

1. Please review the committees you currently are listed as a member of, or a liaison to, as quickly as possible. If you would like to drop off a committee and/or be added to a committee, please let me know. If I don’t hear from you, I will assume that the current committee assignments you have are all right.

2. If you have any suggestions or clarifications about the scope of responsibilities for any committee, please let me know as soon as possible.

3. Committee reports are a regular part of the agenda. This doesn’t mean reports are mandatory. Rather, this provides an opportunity for committees to report on progress or issues, which will enable other faculty members to contribute to the work of these committees in a timely way. Committees are welcome to send written reports to faculty members in advance of a faculty meeting.

4. After committee meetings, the chair must send an email to the director within a day summarizing the discussion and decisions. The summary doesn’t have to be long but should provide a general idea of what happened. The director will forward the information to faculty and staff.
Staff responsibilities

Carol Schwalbe, Director
Marshall Room 334B
(520) 300-0693
cschwalbe@email.arizona.edu

Authors financial expenditures and travel authorizations.
Requires one week’s notice for reference and support letters.
Final authority on course scheduling, staff hiring and school administrative decisions.

Mike McKisson, Associate Director
Marshall Room 331
mckisson@email.arizona.edu
mckisson@email.arizona.edu

Serves as acting director when the director is out.
Helps with fundraising.
Coordinates assessment.
Coordinates purchase of school technology.
Coordinates course scheduling with the school director, graduate program coordinator and undergraduate academic adviser.

Andrés Domínguez, Administrative Assistant
Marshall Room 334
(520) 621-7556

CatCard access and keys
Handles problems with building access. Processes paperwork for key assignments.

Copying/scanning requests
In general, instructors should do their own scanning and photocopying. In rare circumstances, large jobs require three days’ notice for copies and scanning.

Listservs
Maintains the undergraduate listserv. Send the administrative assistant any messages you need publicized to undergraduates.

Camera checkout
Checks camera equipment in and out to students. Makes sure camera kits are complete when returned.

Office supplies
Replenishes office supplies. Be sure to let the administrative assistant know if we are getting low on anything.
**Maintenance requests**
Notifies Facilities Management of issues, such as rooms that are too hot or cold and recycling that needs to be picked up. Answers quick questions about lab computer problems (e.g., projector doesn’t work, forgot password), but if it requires more, the individual must submit a TicketDog for SBS Tech to handle it.

**Room scheduling**
Schedules meetings or special events in our classrooms.

**Scholarships**
Helps select scholarship winners as a member of Student Affairs/Awards Committee. Informs students about awards and coordinates thank-you letters from students.

**Event planning**
Plans and oversees annual faculty/staff retreat, annual Just Desserts student awards ceremony and semi-annual Finley news writing competition. Also helps faculty adviser with Kappa Tau Alpha college honor society for journalists.

**UAVitae**
Helps faculty members with problems when entering or outputting data.

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**Mike Chesnick – Outreach Coordinator**
Marshall Room 334
(520) 626-3079
mchesnick@email.arizona.edu

Manages communication and outreach efforts to the public, alumni and donors on behalf of the school.

**Events**
Coordinates events that involve alumni, faculty and/or guest speakers, such as Homecoming, Parents Weekend and Hall of Fame. **Zenger Award for Press Freedom**: Secures venue for the school’s biggest event. Solicits tables and sends out pitch letters encouraging people to buy tickets. Compiles table lists; works with venue on food and media equipment. Films event for Facebook Live and compiles a photo gallery. **Journalism on Screen**: Talks to patrons about the school. Films Q&A after each movie, then uploads it to the school’s YouTube channel.

**Alumni news**
Notify him of any news about alumni, from changing jobs to winning awards.

**Faculty/student activities**
Compiles “Kudos” each week, which include such things as paper presentations at conferences, awards and guest speaking engagements. Similarly, if you know of
student achievements and awards, please send them to him. This information is eventually compiled for the agency that oversees our accreditation.

**Fund raising**
Staff liaison with our Journalism Advisory Council, a volunteer group of about 20 alumni and friends who help with fund raising. Please share any thoughts on fund raising with him.

**Media relations**
Coordinates media requests, such as when a media outlet needs an expert on the First Amendment or journalism history.

**News releases**
Writes news releases to publicize school events and news. Please share any news about books, academic articles, awards, grants and other news.

**Website and social media**
Maintains all school content on the website and social media.

**School publications**
Reports, writes and edits the monthly e-Cursor newsletter and the annual Cursor alumni magazine.

**Grants**
Helps look for grant opportunities and assists in writing proposals.

**Outreach**
Gives tours of school to prospective donors, students and family members. Follows up with email correspondence.

**Donor relations**
Monitors Raiser’s Edge and maintains a spreadsheet of all donations. Writes thank-you letters for director to sign. Identifies potential donors for SBS Development and provides background information.

**Debbie Cross – Program Coordinator**
Marshall Room 334
(520) 626-3079
debbiecross@email.arizona.edu

**Room and course scheduling**
Helps organize course scheduling each semester. Inputs all Journalism courses into UAccess and submits change forms, as necessary. Composes adjunct faculty contract letters. Assists with ADVIP, FLPPR and TEMP Teaching tasks. Inputs and tracks all course modifications and course adds.
Program coordinator for Center for Border and Global Journalism

Works with Marshall Business Center to maintain the CBGJ budget. Coordinates all center events. Helps find partnerships with other UA units and off-campus organizations. Administers CBGJ Faculty Research Grant. Coordinates annual James E. Foley Run.

Graduate program coordinator

GradApp administration
Acts as the school’s liaison with the Graduate College. Updates the school’s GradApp portal. Monitors applications and notifies the Graduate Committee when it’s time to review applications. Shows new faculty how to navigate the system.

Slate
Reviews all Slate inquiries and responds to all questions about the master’s program. Answers every email, phone call and in-person inquiry.

Graduate student support
Acts as the first stop for all graduate student questions. Organizes new graduate student orientation each year. Organizes monthly Talk & ’Tizers speaker series. Updates graduate student handbook and graduate student section of school website. Maintains the graduate listserv. Send the graduate coordinator any messages you need publicized to graduate students. Assists with awarding graduate funding and maintaining budget. Helps graduate students with class enrollment, filling out required forms, finding help/information outside the school. Gives tours of school to prospective students and follows up with email correspondence.

Taskstream
Helps administer the school’s Taskstream assessment account, including collection, tabulation and inputting of graduate student data.

GradPath
Makes sure students are on track to graduation in GradPath. Requests committee special members, when necessary. Assists with submitting petitions.

Paloma Boykin – Academic Adviser
Marshall Room 325
(520) 621-5712
boykin1@email.arizona.edu

Advises all undergraduate students. Reports to the SBS advising team.

Renee Schafer Horton – Internship Coordinator
Marshall Room 323C
(520) 626-9219
rshorton@email.arizona.edu
Oversees all internships.

**Marshall Business Center**
Marshall Room 343

Oversees five SBS units, including the School of Journalism.

**Martha Castleberry** marthac@email.arizona.edu
Lead for Judaic Studies and UA Foundation gift and scholarship accounts.

**Kris Hogeboom** hogeboom@email.arizona.edu
Lead for CMES and MENAS.

**Carlos Lopez-Miranda** carloslopezm@email.arizona.edu
Primary contact for PCard activities, reimbursements and operational transactions, and travel.

**Veronica Peralta** vperalta@email.arizona.edu
Lead for Journalism and LAS.

**SBS Tech**
Preferred way to be contacted: TicketDog [https://blackbird.sbs.arizona.edu/ticket/](https://blackbird.sbs.arizona.edu/ticket/)
University research policies

Overview of university research policies

The university has numerous policies governing research. Links to many of them are available through the website of Research, Discovery & Innovation: https://research.arizona.edu/ Other policies can be found in the Arizona Board of Regents Policy Manual https://www.azregents.edu/board-committees/policy-manual and in Chapter 2 of the University Handbook for Appointed Personnel http://policy.arizona.edu/university-handbook-appointed-personnel

Faculty with questions about human-subject research can consult the school director or the faculty member serving as the school’s Institutional Review Board representative. See also https://rgw.arizona.edu/compliance/human-subjects-protection-program
General policies

Break room policies and recommendations

Policies

• Please wash items and clean up the area you have used.

• Close the door when you leave if no one else is in the room.

Recommendations

• It is strongly recommended that faculty and staff members bring to the office only the food they are going to consume in a single day.

• If you wish to bring greater quantities of food or beverages, consider buying a small refrigerator for your office, and store food and drinks there.

• Please put your name on all food and beverages that you will store in the break room for any period of time.

• If you store food in the break room refrigerator, remember that all unused food is discarded periodically by the staff.
Guidance about communication among faculty

Below is an April 2010 email from then-Director Jacqueline Sharkey to faculty in response to some isolated non-collegial exchanges between faculty members. The advice remains good for any group, any time. Also, see the related material on the following pages and the school guidelines on email communications to minimize unnecessary conflict and material harm to students, faculty and staff.

Dear Colleagues,

As the School of Journalism continues to evolve, we will see different ways to achieve our individual and collective goals, and to help other achieve theirs. Disagreement about the best ways to proceed—as individuals and as a faculty—inevitably will emerge. The following suggestions are offered as a way to help all of us continue to feel free to express our ideas and opinions, while also considering the best way to ensure that our views are heard in the ways in which we intend them to be, so our ideas can be given full consideration by others.

1. If a faculty member believes that a colleague should reconsider a specific decision or course of action, it might be most effective to discuss your ideas or concerns one-on-one with that person. If a faculty member believes that a decision or course of action by another person could have serious consequences for that individual or for the school, then the faculty member should discuss the situation with the school director.

2. If a faculty member has a concern about the culture, standards or direction of the school, then the faculty member should consider having a conversation with the school director. In that way, the most effective means for opening a more broad-based discussion can be explored. Sometimes that might be via an email to colleagues; other times, it might be through adding an item to the agenda of a faculty committee meeting or a general faculty meeting; in still other instances it might involve a discussion among the faculty members most directly involved with a specific issue. The most effective option will depend on the circumstances, and I'm always happy to explore those with any faculty member.

3. As we consider how to respond to a decision, course of action or issue that concerns us, it would be helpful to keep in mind that we may not be aware of all the relevant circumstances. Something that initially might appear problematic could seem very different if all the circumstances were known. It's possible that many of us have at one time or another reached a conclusion about something, only to discover more information later that changed our view.

4. As we consider how to express an idea or opinion in a way that will ensure that others understand both the content and intention of what we’re expressing, it can be helpful to try to put ourselves in the place of the people who will be receiving our message. How would we feel if we received a message phrased in this way? What would our intellectual reaction be? What would our emotional reaction be? What types of responses would these reactions elicit? Are these responses the ones that we hoped our message would produce?
Speaking for myself, I can say that this role-reversal exercise has often led me to rephrase a message or to find another way to communicate it, because I have realized that although I intended the message to have one effect, the tone or phrasing could have a different, unintended effect on the people who will be receiving it. I have found this to be true especially when I have felt strongly about the need to raise questions about an issue or course of action that I believed was moving a situation in the wrong direction.

There is no question that as we try to deal—individually and together—with the issues facing us as a growing and emerging school, we will have concerns and beliefs that we think are central to our individual and collective mission and success. It is very important that these ideas be expressed. Please keep in mind that all of us have different communication styles, and that it’s easy for misunderstandings to arise, or for our words to create more heat than light sometimes, despite our best intentions.

It’s important that as we move forward, all of us think about the best ways to communicate our thoughts and concerns. This will help ensure that our ideas not only are well expressed, but also are well received, and therefore can be given the most careful consideration.

If anyone would like to discuss any of this further, please let me know.

Sincerely,
Jacqueline
Faculty and staff communication: Memo #1

Below is a 2009 email from then-Director Jacqueline Sharkey to faculty. We’re fortunate to have a wonderful staff. To help them do their jobs more efficiently, please follow the guidelines below.

- **Please read all emails sent out by the staff.**
  I’ve noticed that a huge number of questions that people ask the staff already have been answered in emails they have sent to faculty members. I realize that answering any one person’s question takes only a minute or two. But when you multiply this by 20 faculty, all of a sudden 20 to 40 minutes have been consumed answering something that already has been addressed in an email.

- **Please check all information about your classroom and class times when it is sent out initially.**
  A number of faculty were unhappy with the classroom or class times assigned for their courses, and expressed their unhappiness and asked for changes the first week of class. However, all this information had been sent out repeatedly by the staff in the weeks and months preceding the start of the semester. Please check all information about your class when it is first sent out, and if you have a problem, let Debbie know immediately.

- **Please do not make unilateral decisions about changing your classroom to another room after the semester has begun.**
  Changing to a classroom you like better may seem like a simple thing, especially if another class doesn’t seem to be using the room you want. But in fact the room may have been reserved for meetings at different times during the semester, or it may be needed by a class that starts halfway through yours. Please ask for classroom changes at the time the schedule first comes out, and please be understanding if not every request can be accommodated. The staff do their utmost to satisfy every faculty member’s wishes to the fullest extent they can. Sometimes, however, there are conflicting needs and demands, and not all of them can be resolved in ways that make everyone happy, although that is always the objective that the staff is striving to fulfill.

- **Please become familiar with the technology in the rooms in which you teach, including ways to do quick troubleshooting if a piece of equipment doesn’t work initially.**
  Andrés has become the go-to person when there is a technical problem in a lab or seminar room. This takes huge amounts of his time. Although it may only take five minutes to resolve the problem you ask about, when you multiply that situation by 20 faculty, you suddenly have a huge time sink.

  Please familiarize yourself with the technology in the classrooms you are using, preferably before classes begin. Tell Andrés about any problems you encounter.

- **Please don’t fuss at the staff if things are not exactly the way you hoped they would be or would like them to be.**
  We have the most wonderful, dedicated staff on campus. The staff has picked up a large
number of additional tasks without complaint, and they are doing their utmost to help all of us—and our students.

I realize many of you fuss about things that aren’t quite right in the school, the college or the university because we try to have a collegial atmosphere, and we gripe about things routinely, as we would with our families. But the volume of everyday complaints and frustrations can sometimes become demoralizing. Please realize that each staff member is doing the best that she or he can, and that there are many matters over which the staff member has no control.

If there is something bothering you, please let me know. It’s my job as director to try to remedy such things, and I can let you know what’s possible, and—if changes can be made—how quickly they can be completed.

Thank you, in advance, for your help with these issues.

Sincerely,
Jacqueline
Facility and staff communication: Memo #2

Aug. 20, 2009

Dear Colleagues,

I have received suggestions from faculty and staff about ways to save time for everyone and minimize work interruptions. I would like to make a formal request that these suggestions, listed below, be honored by everyone. They are not meant to end the collegial environment that all of us value, but to try to maintain and strengthen that environment by respecting one another’s time and space.

Suggestions for the staff

● Please don’t knock on doors when they’re closed, except in an emergency.
When office doors are closed, it means that faculty members may be engaged in research, teaching preparation or private conversations. They should not be interrupted unless something has happened that they need to know about immediately. Otherwise, staff should send an email to the faculty member regarding the question or issue to be addressed. Please don’t leave a message by phone, because a ringing phone is itself an interruption.

● When questions or issues arise, please contact the faculty member who is responsible for those questions or issues.
Check the list of the members and chairs of faculty committees, which is updated each year. It would be helpful and would save considerable time if emails from staff were directed to the appropriate faculty member.
Suggestions for the faculty

- **Please send staffs emails about your questions and needs instead of dropping by staff offices, unless the matter involves an urgent, class-related need.**
  Sending staff members an email about questions or needs enables them to organize their time more efficiently. Given the numerous additional demands that have been placed on them, using email rather than personal communication has become increasingly important. Using email also gives staff members time to do whatever research they need to do to address relevant issues.

  If you have a question or problem involving a class that is in session or about to be in session, of course the appropriate staff member should be contacted in person.

- **When questions or issues arise, please contact the staff member who is responsible for dealing with those questions or issues.**
  In the interest of time, please direct emails with questions or issues to the staff member who is in charge of the relevant area.

- **Before asking the staff questions about routine matters, please check the Faculty Manual to see whether the answers are there.**
  The Faculty Manual has been compiled over several years and is updated every summer. It has sections on subjects ranging from grading policies to syllabus preparation. The manual is sent to you electronically each year. The manual has a search function. You can put in a keyword, and it will automatically show you the appropriate section. Checking the manual before emailing the staff will save everyone enormous amounts of time.

- **Please order your own desk or examination copies of books.**
  It is once again a case in which ordering books for one faculty member might take only a few minutes, but ordering books for 20 faculty members takes a great deal of time.

- **Please do not ask staff members to find other staff or faculty members for you.**
  These types of requests are time-consuming and distract the staff from the work they are doing for the school. Please keep in mind that the request of any faculty member might take only a few minutes, but if 20 faculty made such requests, staff members would have time to do nothing else except look for one another. The staff will be happy to transfer a call for a staff or faculty member to that person’s office phone but truly do not have time to search personally for faculty or staff colleagues.

- **Please do not ask the staff to provide assistance with personal matters.**
  Staff duties do not include running personal errands for faculty members or providing help with personal matters, such as car repairs or doctor’s appointments. If faculty members need help with personal matters, they should make arrangements with relatives or friends in advance, or should call relatives or friends if a personal matter arises unexpectedly. If there is a true emergency—a death or serious accident, for example—then of course everyone will help.
Email guidelines

This memorandum will provide guidance regarding the ways in which the School of Journalism faculty and staff communicate their ideas and opinions via email. The memo underscores the university’s highly valued principles of respect, dignity and fairness.

The preamble of the Code of Conduct in the Arizona Board of Regents Policy Manual, which applies to all university employees, states in part: “The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self-discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals.” In light of these factors, the School subscribes to these principles in email communication:

- Email is an effective tool of communicating factual information and praise, but it can be misinterpreted when conveying critical opinions or sarcasm because readers do not receive facial expressions or voice inflection.
- Personal criticism or concerns about a faculty or staff member, or how they are carrying out their professional responsibilities, should not be expressed via email.
- If a faculty or staff member has ideas or opinions about another faculty member’s performance, personal situation or choices regarding how to perform research, teaching, service or other duties, that faculty or staff member should share them in a face-to-face discussion with the person about whom they are concerned or in a meeting with the director.
- Replying to everyone in an email can be inferred as an attempt to publicly shame an individual or embroil others in a debate. Be careful to avoid giving this impression by instead replying directly to the sender or talking in person.
- Avoid writing words in capitals, bold or underline that might be viewed as “shouting” via email. Also, avoid “quotes” to prevent readers from interpreting sarcasm or innuendo.
- Avoid writing emails when angry. If writing an email in anger, hit delete, put off a response for a day and then discuss the issue in person.
- Provide cues to the reader to convey a collegial tone, such as “thank you,” complimentary language or even emoticons.

Contributing to an environment where the rights of others are respected, and where everyone feels free to express ideas and information in ways that will help the school accomplish its mission, is an inherent part of school citizenship, which is an element of faculty and staff members’ duties. It is important that the school have a climate in which information is exchanged in a way that—in the words of the UHAP Statement of Professional Conduct—recognizes the responsibility “to respect the dignity of others.” Only when such an environment has been established can every faculty and staff member believe that they can contribute their thoughts, ideas and concerns without fear of humiliation or reprisals.
Staff privacy

Please do not go through items on staff members’ desks if they are not in their offices to assist you. Please do not look for items in staff members’ desks or filing cabinets if they are not there.

Doing these things may be regarded as a way to save everyone time, but these practices are an invasion of the staff’s privacy. In addition, going through items on desktops can shift documents that staff members have put in a specific place because they are relevant to a specific project. This, in turn, costs staff members’ time because they have to reassemble these documents.

Photocopying policies

Copying personal papers or records
School copiers are to be used only for copying material that is directly related to the school’s teaching, research or service missions. These copiers cannot be used for personal copying. Please do not use them to reproduce any personal papers or records, such as personal financial, legal or medical documents.

Photocopying for class
The school provides students with free photocopies of all syllabi, final exams or instructions for final projects, and short assignments of one or two pages. If you have a class reading or handout that is longer than two pages, please don’t photocopy it here. The reason is that the school is offering dozens of classes each semester, and because we have no operating budget, we literally cannot afford to provide students in our classes with free copies of lengthy handouts. In addition, if the copies are from someone else’s book or article, there may be copyright issues.

If you have a handout or assignment that is more than one page, please do one of the following:

- Leave such material on electronic reserve at the library. This method is most convenient for both the instructor and the students.

- If that isn’t practical, leave the handout at a copy center, and ask the students to pick it up there and pay for it. There are several copy centers on campus, including the one in the Student Union. All these copy centers also will do copyright checking for excerpts from books or articles. They need a few days’ lead time to get this done, however.

- Put your documents on your class website and ask students to download them.

In general, instructors are expected to do their own photocopying and scanning.
Financial policies

Approval for activities requiring a commitment from the school

All proposals regarding a new initiative that includes any commitment from the School of Journalism must be approved in advance by both the school director and our business manager. This includes proposals for grants, workshops, conferences or leaves of absence. No paperwork for such initiatives should be sent forward within the university or to any outside agency or group without these approvals. The director requires at least one week’s notice to prepare letters of support for grants, references, award nominations and so forth.

This is the only way the school can track commitments of resources, including faculty time, staff time, and school technology and space. The school will be under no obligation to honor commitments made in proposals that have not been approved by the director and business manager before they have been sent forward.

Employing graduate or undergraduate students

Under no circumstances should anyone offer any type of research assistantship, teaching assistantship, other graduate student position or undergraduate student position without first getting clearance from the Marshall Business Center.

Any faculty member or staff member can put out a posting for potential candidates for a position and invite them to apply, and faculty and staff are encouraged to do so. However, someone in the business center must look at the status of the candidate before that person can be hired. That is, the Marshall Business Center must check to see whether the candidate is a U.S. or international student; whether he or she is working for another unit, and if so, for how many hours (there are limits on the number of hours a student can work at the university); whether a graduate student has an assistantship in another unit; etc. There are many restrictions on graduate and undergraduate student employment that even students are not aware of, and the business center must ensure that a candidate would be in compliance with all regulations before that person can be hired.
Travel

Faculty may receive up to $1,000 a year for travel expenses related to your job, such as giving a keynote, serving on a panel or presenting a paper at a conference.

If you’ll miss classes, try to organize an online activity, reporting assignment or guest lectures for the missed classes.

For any travel, even if it’s not reimbursed, please fill out a Travel Authorization form before you leave: https://www.fso.arizona.edu/travel Each Travel Authorization form has a unique number, so fill out a separate form for each trip. Include clearly established travel dates. Even if you’re not requesting reimbursement for airfare, we frequently need to provide documentation of the departure and return times and dates. For travel outside the U.S., you must register the travel in the UA’s International Travel Registry 30 days before your departure date as part of the travel authorization process.

List the director as the Auth Dept Approver/PI and Veronica Peralta as the Fund Approver.

Points to keep in mind:
- We can only reimburse for coach airfare.
- We cannot reimburse for travel insurance.
- We cannot reimburse for alcohol.
- We cannot reimburse for more than the established per diem amount for the destination location. Go to https://policy.fso.arizona.edu/fsm/1400/1471 and click Current State of Arizona Meals/Lodging Reimbursement Rates – Effective 10/01/2018

If you have questions about filling out the form, check with the Marshall Business Center.

Make all your own travel arrangements. Be sure to save all original receipts.

When you return from your trip, turn in your travel documentation to the Marshall Business Center:
- Original receipts.
- A copy of the conference program, if applicable, or a copy of the invitation letter if you’re giving an invited lecture. The Business Team will use that documentation to establish the business purpose for the travel.

If you attended a conference or workshop, prepare a short update for the next faculty meeting about what you learned.
Security policies

Security in the Marshall Building

The faculty is concerned about security because of night classes and expensive instructional technology. Students often work at night and during weekends on the floor, and we cannot allow them to be put in danger. Please observe the following without fail.

Third floor lobby doors, elevators and access to building
Lobby doors on the third floor are locked after 5 p.m. and on weekends. Use your CatCard to open the doors. The first floor doors will require you to enter your PIN number on the Facilities Management website. The elevator is supposed to shut down at 7 p.m. Operate it by swiping your Cat Card. If your CatCard swipe is unsuccessful, call the UAPD non-emergency line at (520) 621-8273, and an officer will come over and swipe you in.

Do NOT admit anyone to the building whom you do not know, even if the person is standing right next to you.

Journalism classroom doors
Students are not allowed in classrooms without a faculty member present. To do homework, they are welcome to use the reading room (Room 312). All classrooms must be closed and locked when not in use. If you see a door open when it shouldn’t be, please close it. No door should be propped open anywhere on the floor.

Hallway doors must be closed and locked at the end of the day or the end of your night class. Please help us remain secure by closing them fully if you are the last person out.

Fire code requirements
We are not allowed to have our hallways even partially blocked. Please do not allow students to mill around outside a classroom waiting for their class to start. Especially, they shouldn’t sit on the floor. Instead, they can sit in the reading room (Room 312), which is accessible after hours by swiping your Cat Card.
Risk management

Many activities on a university campus involve some risk of harm. Losses can include theft, fire, injuries, liability claims and lawsuits, and regulatory penalties. Faculty members share the responsibility within the university community to conduct activities in a manner that recognizes and reduces these risks. Risk Management coordinates the UA’s programs in this area and assists faculty members and supervisors with their responsibilities.

All accidents must be reported to Risk Management to ensure that proper documentation is gathered quickly in the event a claim arises from the incident.

For more information, contact Risk Management at (520) 621-1790 or risk@email.arizona.edu
Emergency plan

TO: School of Journalism faculty, staff and adjunct instructors
FROM: Carol Schwalbe, director
RE: Continuity of Operations Plan (COOP)
DATE: Aug. 13, 2018 [Updated July 15, 2019]

Overview
The university wants every unit to have a Continuity of Operations Plan in place in case of a critical event. We will fill out the university’s form and forward it to the powers-that-be after we have an opportunity to discuss the plan at the retreat. This memo outlines the highlights.

Evacuation
If the school needs to evacuate the Marshall Building, the faculty and staff will gather at Gentle Ben’s to confer. If that location is not available, the backup will be the Marriott Hotel lobby. If that is not available, we will meet in front of the Arizona History Museum at 949 E. Second St. In the event that we cannot work from Marshall temporarily, we will all work from our homes and confer via email or phone.

Phone/email tree
If an emergency requires immediate contact of faculty, staff, adjuncts and students, we will launch a phone/email tree to pass along information. The director (Carol Schwalbe) will contact the associate director (Mike McKisson), who will contact the faculty. The director will also contact the program coordinator (Debbie Cross), who will contact adjuncts and staff. The director will also contact the administrative assistant (Andrés Dominguez), who will contact students. Every member of the faculty or staff and all adjunct instructors should have a copy of the attached phone list.

Line of succession
If the director (Carol Schwalbe) is incapacitated, killed, out of reach or otherwise unavailable, the associate director (Mike McKisson) will assume responsibility to navigate the school through the emergency. Next in line is Professor Jeannine Relly, followed by Professor Kim Newton.

Practice
As required by the university, we will discuss this plan and conduct a drill. The plan will be discussed on Aug. 22, 2019, at the retreat, at which time we will designate a date and time to test the phone/email tree and conduct the drill. On the agreed-upon date and time, the phone/email tree test will begin, and the drill will end at the pre-planned rendezvous, Gentle Ben’s.
### Faculty/Adjunct Instructors

<table>
<thead>
<tr>
<th>Name and Cell/Home Phone</th>
<th>Campus Contact Information</th>
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<tbody>
<tr>
<td>David Cuillier c: 520-248-6242</td>
<td><a href="mailto:cuillier@email.arizona.edu">cuillier@email.arizona.edu</a> Rm 337</td>
</tr>
<tr>
<td>Geoff Ellwand c: 520-307-5606</td>
<td><a href="mailto:gellwand@email.arizona.edu">gellwand@email.arizona.edu</a> 621-2022, Rm 323C</td>
</tr>
<tr>
<td>Rogelio Garcia c: 520-465-8329</td>
<td><a href="mailto:rgarcia3@email.arizona.edu">rgarcia3@email.arizona.edu</a> 621-9134, Rm 360K</td>
</tr>
<tr>
<td>Celeste González de Bustamante c: 520-271-7402</td>
<td><a href="mailto:celeste@email.arizona.edu">celeste@email.arizona.edu</a> 621-3189, Rm 336</td>
</tr>
<tr>
<td>Ruxandra Guidi c: 323-790-9335</td>
<td><a href="mailto:rguidi@email.arizona.edu">rguidi@email.arizona.edu</a> Rm 324</td>
</tr>
<tr>
<td>Susan Knight c: 520-861-7984</td>
<td><a href="mailto:smknight@email.arizona.edu">smknight@email.arizona.edu</a> 621-3191, Rm 330</td>
</tr>
<tr>
<td>Linda Lumsden c: 520-243-0533</td>
<td><a href="mailto:lumsden@email.arizona.edu">lumsden@email.arizona.edu</a> 626-3635, Rm 338</td>
</tr>
<tr>
<td>Mike McKisson c: 520-576-0761</td>
<td><a href="mailto:mckisson@email.arizona.edu">mckisson@email.arizona.edu</a> Rm 331</td>
</tr>
<tr>
<td>Kim Newton c: 805-798-4259</td>
<td><a href="mailto:newtonk@email.arizona.edu">newtonk@email.arizona.edu</a> 621-5711, Rm 327</td>
</tr>
<tr>
<td>Jeannine Relly c: 520-250-1603</td>
<td><a href="mailto:jrelly@email.arizona.edu">jrelly@email.arizona.edu</a> 626-8680, Rm 326</td>
</tr>
<tr>
<td>Jéssica Retis c: 310-430-3291</td>
<td><a href="mailto:jessicaretis@email.arizona.edu">jessicaretis@email.arizona.edu</a> Rm 339</td>
</tr>
<tr>
<td>Mort Rosenblum c: 520-971-5563</td>
<td><a href="mailto:mortr@email.arizona.edu">mortr@email.arizona.edu</a> 621-1918, Rm 323B</td>
</tr>
<tr>
<td>Bill Schmidt c: 917-873-9931, h: 520-345-4126</td>
<td><a href="mailto:wschmidt@email.arizona.edu">wschmidt@email.arizona.edu</a> 621-5909, Rm 335</td>
</tr>
<tr>
<td>Nancy Sharkey c: 917-678-2547</td>
<td><a href="mailto:nsharkey@email.arizona.edu">nsharkey@email.arizona.edu</a> 621-6385, Rm 332</td>
</tr>
<tr>
<td>Susan Swanberg c: 916-730-7350</td>
<td><a href="mailto:swanberg@email.arizona.edu">swanberg@email.arizona.edu</a> 621-6160, Rm 328</td>
</tr>
<tr>
<td>Maggy Zanger c: 520-661-2742</td>
<td><a href="mailto:zanger@email.arizona.edu">zanger@email.arizona.edu</a> 621-5710, Rm 323D</td>
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<td>Name</td>
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<tr>
<td>Tom Beal</td>
<td>520-349-5637</td>
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<tr>
<td>Fred Brock</td>
<td>520-288-2104</td>
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<tr>
<td>Andrew Brown</td>
<td>520-336-7856</td>
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<tr>
<td>Cathy Burch</td>
<td>520-349-1645</td>
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<tr>
<td>Shannon Conner</td>
<td>520-991-5749</td>
</tr>
<tr>
<td>Christopher Conover</td>
<td>520-444-8488</td>
</tr>
<tr>
<td>Jason Davis</td>
<td>773-540-7496</td>
</tr>
<tr>
<td>Brett Fera</td>
<td>818-929-1739</td>
</tr>
<tr>
<td>Joe Ferguson</td>
<td>520-289-7135</td>
</tr>
<tr>
<td>Sarah Gassen</td>
<td>520-405-0566</td>
</tr>
<tr>
<td>Cynthia Lancaster</td>
<td>520-269-2278</td>
</tr>
<tr>
<td>Irene McKisson</td>
<td>520-818-8301</td>
</tr>
<tr>
<td>Duncan Moon</td>
<td>919-907-9384</td>
</tr>
<tr>
<td>Danny Ramirez</td>
<td>520-247-3707</td>
</tr>
<tr>
<td>Lorraine Rivera</td>
<td>520-979-2866</td>
</tr>
<tr>
<td>Nancy Stanley</td>
<td>520-979-0147</td>
</tr>
</tbody>
</table>
### Staff

<table>
<thead>
<tr>
<th>Name and Cell/Home Phone</th>
<th>Campus Contact Information</th>
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</table>
| Carol Schwalbe, Director  
c: 520-300-0693           | cschwalbe@email.arizona.edu  
Rm 334B                    |
| Mike Chesnick, Outreach Coordinator  
c: 520-909-2185           | mchesnick1@email.arizona.edu  
626-3079, Rm 334           |
| Debbie Cross, Graduate Program Coordinator  
c: 520-282-2420           | debbiecross@email.arizona.edu  
621-9616, Rm 334           |
| Paloma Boykin, Academic Advisor  
c: 520-870-2676           | boykin1@email.arizona.edu  
621-5712, Rm 325           |
| Andrés Dominguez, Administrative Support  
c: 520-243-9399           | dad4@email.arizona.edu  
621-7556, Rm 334           |
| Renee Schafer Horton, Internship Coordinator  
c: 520-442-8906           | rshorton@email.arizona.edu  
626-9219, Rm 323A          |

### Marshall Business Center

<table>
<thead>
<tr>
<th>Name</th>
<th>Campus Contact Information</th>
</tr>
</thead>
</table>
| Martha Castleberry        
Business Manager, Sr.      | martbac@email.arizona.edu  
626-5765, Rm 420          |
| Kris Hogeboom             
Business Manager, Sr.      | hogeboom@email.arizona.edu  
621-8012, sRm 343         |
| Carlos Lopez Miranda      
Accountant                 | carloslopezm@email.arizona.edu  
626-6940, Rm 343          |
| Veronica Peralta          
Business Manager, Sr.      | vperalta@email.arizona.edu  
621-8750, Rm 343          |